ENGLISH

Level
A2.1
STUDENT’S BOOK - DÉCIMO GRADO - EGB

FREE COPY
NOT FOR SALE
To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
<table>
<thead>
<tr>
<th>Goals</th>
<th>Grammar</th>
<th>Skills and strategies</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will learn how to give accounts of past events. ask for and give information about the past. use time expressions when giving accounts of past achievements.</td>
<td>• The Simple Past tense (affirmative, negative, interrogative) • Regular and Irregular Past tense verb endings • Time Expressions for the Simple Past tense</td>
<td>Vocabulary: associating images with words Reading: activating previous knowledge reading for details looking at the text quickly Writing: following model texts Listening: paying attention to specific details Speaking: integrating idioms into daily conversations</td>
<td>A PowerPoint Presentation</td>
</tr>
<tr>
<td>You will learn how to narrate past experiences. describe places.</td>
<td>• Simple Past tense, Past Progressive tense, There was/there were, Sequence connectors, Time conjunctions</td>
<td>Vocabulary: playing with words Reading: using words with similar meaning recombining knowledge of vocabulary and grammar to understand a text Writing: mapping the events of a narrative into a story map Speaking: paying attention to connectors of sequence</td>
<td>A Vacation Narrative</td>
</tr>
<tr>
<td>You will learn how to talk about hobbies and leisure activities. express agreement or disagreement about controversial topics. talk about rules, express advice and emphatic opinions. determine main ideas, supporting information and examples in a reading.</td>
<td>• Imperative Mode • Modals: obligation, advice, emphatic opinions</td>
<td>Vocabulary: looking up new words in the dictionary Reading: using dictionaries</td>
<td>A Scrapbook</td>
</tr>
</tbody>
</table>

**CLIL**
- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Facebook
- Household Inventions
- Accidental Inventions

**Goals**
- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

**Grammar**
- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

**Skills and strategies**
- Vocabulary: associating images with words
- Reading: activating previous knowledge
- Reading for details
- Looking at the text quickly
- Writing: following model texts
- Listening: paying attention to specific details
- Speaking: integrating idioms into daily conversations

**Project**
- A PowerPoint Presentation
- A Vacation Narrative
- A Scrapbook
## Unit 4

**CLIL**
- Amazing Facts around the World
- Some Countries and their Records
- The Guinness World Records
- Success

**Goals**
- You will learn how to talk about landmarks and compare them.
- make comparisons in terms of superiority.
- write profiles.
- have an informal dialog making comparisons.
- listen for specific details.

**Grammar**
- Comparatives and Superlatives

**Skills and strategies**
- Vocabulary: making groups of words around a central concept
- Grammar: paying attention to adjectives that double their last consonant
- Reading: using graphic organizers to summarize information
- Identifying cognates
- Listening: paying attention to specific details by focusing on words you know
- Speaking: keeping conversations going by using informal expressions

**Project**
- A Personal Profile

## Unit 5

**Odd Jobs and Occupations**
- Career Choices of the Future
- Career Choices in the Job market
- Creative Thinking

**Goals**
- You will learn how to talk about occupations and professions.
- make predictions and plans regarding career choices.
- read graphs and tables to help your reading comprehension.
- write a career prospect.

**Grammar**
- Compound Words
- Future tense predictions and intentions with “will” and plans with “going to”

**Skills and strategies**
- Vocabulary: discriminating word parts to find the meaning of a compound word
- Reading: transferring information from graphs and texts to aid comprehension
- Speaking: building conversations using sets of ideas or formulaic expressions as cues
- Writing: developing texts following key concepts or ideas to focus the content of the message

**Project**
- A Poster Presentation

## Unit 6

**Inspiring Young People**
- A Life of Achievements
- Inspirational Lifelong Learners
- Stories of Success

**Goals**
- You will learn how to talk about achievements.
- describe people’s personal characteristics and abilities.
- use reference words to aid reading comprehension and achieve cohesion in writing.

**Grammar**
- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

**Skills and strategies**
- Vocabulary: associating words with pictures
- Pronunciation: linking words to help people produce connected speech
- Listening: categorizing information to aid in comprehension
- using charts to transfer information
- Reading: using reference words to keep track of ideas
- Writing: using reference words as cohesive devices in texts

**Project**
- A Timeline Presentation
1. Listen to some people talk about free time activities. Check how they feel about them.

2. Complete the following paragraph with the adverbs of frequency in the Word Bank. Pay attention to the frequency of the actions.

**Christmas** is an important celebration in my family. We ________ **always** (100%) get together to celebrate as a family; everyone comes to this celebration without exception. __________ (80%) every person brings something to eat. We have a big dinner, but this is not what we do every year. __________ (40%) we go out to a restaurant. We need to make reservations quickly to have a table. We __________ (0%) have problems with our reservations because we call early in the month. Something we __________ (60%) do is to have turkey or a big dish for everyone. People usually choose their own desserts.

**Word Bank**
- often
- never
- usually
- sometimes
- always
3. Go around the class and ask your classmates about their talents. Make a chart with their answers. Follow the conversation starter.

<table>
<thead>
<tr>
<th>Talent/Ability</th>
<th>Name of Student</th>
<th>What/Which?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play an instrument</td>
<td>Alexander</td>
<td>the guitar</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skateboarding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cook international food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use design programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**You:** Can you play a musical instrument?
**Your partner:** Yes, I can.
**You:** What instrument can you play?
**Your partner:** I can play the guitar.
**You:** Can you show me?
**Your partner:** Sure, listen to this.

4. Look at the domino tokens. Use the numbers on the cards to pair them up.

```
1. some rice
2. an bananas
3. some apple
4. two cereal
5. three sugar
6. any pears
7. some any
8. two water
9. flowers ice-cream

a. some sugar
d. _______________
ge. _______________
h. _______________
i. _______________
```
5. Read the text about “Life memories.” Answer the questions that follow.

Life Memories

My grandparents are always talking about what life was like in the past. I decided to talk to them one day to understand their ideas better. They said their lives were a bit slower. People were more relaxed about time and their responsibilities. My grandparents think people are running all the time. On a regular weekday, grandma was at home most of the time and grandpa was at work. Their children were at school most of the day, so they got together at night. They told stories and played games until it was time for them to go to bed. My grandparents always talk about their moments of conversation with their relatives and children. “We were always around, so we could talk to everybody,” they said. These days they feel families do not have time to get together and talk. Everyone seems to have their own schedule and agenda. One last thing my grandparents told me was about the special celebrations they had. People were always ready for those moments. They did not see that Christmas started in November as happens these days. They feel there was a moment for everything. They did not do anything in a hurry as happens with most festivities now. My grandparents concluded that they were happier when they were younger. They added that life does not have the same quality today.

1. What was life like in the past according to the text?
   - a. Life was faster.
   - x b. Life was slower.
   - c. Life was easier.

2. Where were the different members of the family on a regular weekday?
   - a. Grandma was at home, grandpa was at work and the children were at school.
   - b. Grandma was at work, grandpa was at home and the children were at school.
   - c. Grandma was at school, grandpa was at work and the children were at home.

3. What did they say about people’s attitudes towards special celebrations?
   - a. People were not always ready for those moments.
   - b. People were usually ready for those moments.
   - c. People were always ready for those moments.

4. What are families like today?
   - a. Their lives are a bit slower.
   - b. They have moments of conversation with their relatives and children.
   - c. Everyone seems to have their own schedule and agenda.

5. What did the grandparents conclude about their lives in the past?
   - a. They were happier when they were older.
   - b. They were happier when they were younger.
   - c. They were better when they were younger.
UNIT 1

General Objective
You will be able to talk about some inventors and their inventions.

Communication Goals
You will learn how to
• give accounts of past events.
• ask for and give information about the past.
• use time expressions when giving accounts of past achievements.

CLIL
• Technological and Scientific Breakthroughs
• Inventors and Inventions
• Facebook
• Household Inventions
• Accidental Inventions

Vocabulary
• Vocabulary related to technological and scientific developments

Grammar
• The Simple Past tense (affirmative, negative, interrogative)
• Regular and Irregular Past tense verb endings
• Time Expressions for the Simple Past tense

Idioms and Colloquial Expressions
• To be the brains behind
• To get wise to something
• To have a one-track mind
• (Not) to be rocket science
• To have a light bulb moment
• Under one’s belt
• Come across
• Ring a bell
• No biggie

Project
A PowerPoint Presentation
You will work in groups to make a PowerPoint presentation of an inventor or invention.

Discuss:
• Where was Johannes Gutenberg from?
  What did he do?
• Did humans discover or invent agriculture?
• What inventions were the most important in the past?
Lesson 1

A Changing World

1. Work with a classmate and number these inventions in chronological order. Then listen and check.

- glucose test
- microchip
- printing press
- penicillin
- electric system
- motor car

Listening Strategy
Pay attention to specific dates to determine the chronological order of events.

2. Listen to the lecture again and complete the chart below.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHAT</th>
<th>WHERE</th>
<th>WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Johannes Gutenberg</td>
<td>the printing press</td>
<td>Germany</td>
<td>1440</td>
</tr>
<tr>
<td>b. United States</td>
<td></td>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>c. Karl Benz</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td>1928</td>
</tr>
<tr>
<td>e. Helen Murray Free</td>
<td>the microchip</td>
<td>United States</td>
<td>1957</td>
</tr>
<tr>
<td>f. Robert Noyce and Jack Kilby</td>
<td>the microchip</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Strategy
Use Wh words such as who, what, where, when and why as a guide to listen for information related to people, actions, places, events, reasons and purposes.

Key Expressions
Under one’s belt: in one’s possession or experience

3. Look for some of the verbs from the listening in the Word Search and complete the Simple Past tense list. Then complete the grammar chart on the following page.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. build</td>
<td>built</td>
</tr>
<tr>
<td>b. invent</td>
<td></td>
</tr>
<tr>
<td>c. discover</td>
<td></td>
</tr>
<tr>
<td>d. create</td>
<td></td>
</tr>
<tr>
<td>e. develop</td>
<td>developed</td>
</tr>
<tr>
<td>f. work</td>
<td></td>
</tr>
<tr>
<td>g. make</td>
<td></td>
</tr>
<tr>
<td>h. find</td>
<td></td>
</tr>
</tbody>
</table>
4. Write the wh-questions for the following answers. Pay attention to the colored words.

   a. *When did Louis Braille invent his code for the blind?* Louis Braille invented his code for the blind in 1829.

   b. *Who invented the telephone?* Alexander Graham Bell invented the telephone.


   d. *When did the Wright Brothers make the first successful airplane?* The Wright Brothers made the first successful airplane in 1903.

   e. *Why did George Eastman develop the disposable camera?* To help patients fight diabetes.

5. Ask and answer wh-questions about these inventors and their inventions. Work with a partner.

   - George Eastman
   - "Randi" Altschul
   - Tim Berness-Lee
   - Bette Nesmith Graham
   - John Pemberton

   - Camera
   - Disposable cell-phone
   - World Wide Web
   - Liquid paper
   - Coca-Cola

   - 1888, USA
   - 1999, USA
   - 1989, Switzerland
   - 1956, USA
   - 1886, USA

   **Project Stage 1**

   - Get together in groups. Select an inventor or invention you think is interesting to know about.
   - Find relevant information and share it with your partners.
Lesson 2
Creative Ideas in History

1. Listen to the dialog and fill in the blanks with the Simple Past tense form of the verbs. Use the Word Bank. Then complete the grammar chart below.

Emma: Did you do the history homework?
John: Yes, I did. I loved it! I found (a) some very interesting information.
Emma: What did you find?
John: I discovered (b) that man invented, created or discovered things. For example, I think Immanuel Nobel invented (c) dynamite.
Emma: No, he didn’t. His son, Alfred Nobel, did. And did you make any discovery?
John: I made some. For example, humans developed (d) agriculture in many regions of the world at about the same time.
Emma: And did you come across anything that man created?
John: The rocket.
Emma: Who created (e) it?
John: Robert Hutchins Goddard created the rocket in the United States in 1926.

Key Expressions
Come across: to find something or meet someone by chance

Reflect on Grammar

<table>
<thead>
<tr>
<th>Auxiliary Verb</th>
<th>Subject</th>
<th>Main Verb (base form)</th>
<th>Complement</th>
<th>Short Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>you</td>
<td>do</td>
<td>the history homework?</td>
<td>Yes, I did.</td>
</tr>
<tr>
<td></td>
<td>Immanuel Nobel</td>
<td></td>
<td>dynamite?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>discover</td>
<td>agriculture?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>create</td>
<td>rockets?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Pemberton</td>
<td></td>
<td>liquid paper?</td>
<td></td>
</tr>
</tbody>
</table>

2. Work with a partner. Your partner selects an inventor, and you guess his/her name by asking yes/no questions. Take turns asking and answering questions.

Did ______________________ invent/ create/ develop ________________?
Mark Zuckerberg (1984–), Facebook co-creator, was a student at Harvard University. He worked on a social network site with some college roommates. They created a website called Facebook®. The site attracted people to communicate through different types of files such as pictures and messages. Zuckerberg left college to work in his company. The site became very big, and today it has more than 550 million users. Facebook® attracted other companies that wanted to do business online.

Reflect on Grammar

Past Tense verbs indicate that events or conditions began and ended in the past.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Action</th>
<th>Complement</th>
<th>Affirmative Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>found</td>
<td>very interesting information.</td>
<td>Robert H. Goddard created rockets.</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>a website called Facebook.</td>
<td>Zuckerberg worked to college to work in his company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other companies to do business.</td>
<td>Immanuel Nobel didn’t dynamite.</td>
</tr>
</tbody>
</table>

Time Expressions

- yesterday
- last week
- last month
- last year
- four days ago
- 1980

* Pay attention to the base form of the verb in negative sentences.

4. Read the following statements. Correct them in affirmative or negative form.

a. John Pemberton didn’t invent Coca-Cola. **John Pemberton invented Coca-Cola**

b. Bette Nesmith invented the disposable cell phone. **Bette Nesmith invented the disposable cell phone.**

c. Karl Benz invented the cell phone. **Karl Benz didn’t invent the cell phone.**

d. Thomas Alva Edison created rockets. **Thomas Alva Edison didn’t create rockets.**

e. Mark Zuckerberg did not leave college early. **Mark Zuckerberg left college early.**

Project Stage 2

- Determine the most relevant information about the inventor or invention.
- Think about the purpose or reasons for the invention.
  E.g. Zuckerberg created Facebook to help people communicate.
2. Read this text quickly. Then match the following items to the paragraphs they belong to.

1. White Out
2. cola soda
3. the light bulb
4. the radio

Reading Strategy:
Before reading a text, activate your previous knowledge about the topic by looking into sets of related words and ideas.

---

Lesson 3

Inventions All Around

1. Make lists of words under the following household items. Use the Word Bank.

- light bulb
- the radio
- soda
- correction fluid

- electricity
- waves
- drink
- tempera
- durable
- paint
- refreshing
- data
- transmit
- mistakes

---

Inventions All Around

a. People all over the world have worked really hard to help humanity progress in different fields such as science and technology. There are numerous great minds of scientists and inventors who have contributed to solving a lot of problems for humankind. However, there are inventors and inventions that have also helped people, but that have never appeared in scientific publications. Some of these inventions are everyday items, such as the light bulb, the popular White Out, the radio and even soda drinks.

b. Lightbulbs, for instance, are everywhere in houses and offices. Thomas Alva Edison worked for many years with electricity to improve the quality of the light bulb. He produced much more durable light bulbs which could last up to thirteen hours. Edison also worked on reliable electric lighting systems to help with the supply of electricity in neighborhoods and cities.

c. Another common item in houses and offices is the popular Liquid Paper or Wite-out. A secretary named Bette Nesmith Graham invented it in 1956. She used a mixture of white tempera paint that she had at home. She used her formula to correct her typing mistakes in her office and soon many of her co-workers asked her for the magical liquid. She patented her formula and called it Liquid Paper.
Reading and Writing

d. A Croatian immigrant named Nikola Tesla patented the radio in the United States in 1943. Basically, the radio has the capacity to transmit electromagnetic waves in the form of music, news and other data invisibly through air. Many other appliances such as telephones, remote control toys and microwave ovens use waves to work properly.

e. In May 1886, Dr. John S. Pemberton wrote a formula for a headache remedy which he at first called Pemberton’s French Wine Coca. Pemberton thought his drink did not have the healing properties he envisioned, so later he sold his drink to a group of businessmen for them to sell as a drink to quench people’s thirst. Frank Robinson, who had worked with Pemberton, designed the logo and the script name. He also added the phrase delicious and refreshing that goes with every Coca-Cola advertisement.

3. Go back to the text to answer these questions.
   a. Who improved the quality of light bulbs?
      Thomas Alva Edison improved it
   b. Why did Bette Nesmith Graham invent Liquid Paper?
   c. Where did Nikola Tesla patent the radio?
   d. What did John Pemberton invent?
   e. Why did Pemberton sell his drink?

4. Label this encyclopedia entry.
   a. Mention an object, person or event.
   b. Define your object, person or event.
   c. Mention relevant information.
   d. Name examples.
   e. Use illustrations, pictures or graphs.

5. Write an encyclopedia entry about one of the inventions or inventors presented in the unit. Share your entry with the class.

   Picture, illustration

   (object, person)

   (definition)

   (relevant information)

   (examples)
1. Read the following expressions and their meanings. Listen to a radio program and match them.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to have a one-track mind</td>
<td>a. to be easy</td>
</tr>
<tr>
<td>to get wise to</td>
<td>b. to learn something one did not know</td>
</tr>
<tr>
<td>to have a light bulb moment</td>
<td>c. to be a leader of a project</td>
</tr>
<tr>
<td>to be the brains behind</td>
<td>d. to experience a sudden moment of inspiration</td>
</tr>
<tr>
<td>not to be rocket science</td>
<td>e. having the tendency to think about one thing only</td>
</tr>
</tbody>
</table>

2. Complete the conversation among Sandra, Martin and Monique by using the idioms above. Then listen and check.

Monique: Did you guys finally get your new mobile phone to work?
Sandra and Martin: Yes, we did. We had a light bulb moment (a) after all the trouble.
Monique: Who solved it then?
Martin: I must admit it. Sandra was the brains behind (b) it. She can do several things at a time. I have a one-track mind (c).
Sandra: It was no biggie. I got wise to (d) it after reading the manual very carefully.
Monique: I told you guys that getting the phone to work was not rocket science (e) at all.

3. Think of school-related experiences where you can use these idioms.

Key Expressions

- Ring a bell: to remind one of something
- No biggie: not important

Speaking Strategy

Integrate idiomatic expressions into your daily vocabulary.

Reflect on Values

- I value other people’s creative ideas. Always
- I believe in cooperative work. Sometimes
- I respect the fact that people think different. Never
1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least).

- participate actively
- take on responsibilities
- listen to others
- do the activities
- help one another

2. Read the following information about the history of encyclopedias. Answer the questions that follow.

The word *encyclopedia* comes from the Greek language. It means "general knowledge." An encyclopedia is a collection of entries ordered alphabetically. The oldest encyclopedia is accredited to a historian called Pliny the Elder. Encyclopedias provide short definitions of words and concepts.

Encyclopedias began as a single book, but they evolved as a collection of several volumes. In fact, today we can find several encyclopedias online, such as wikipedia. Some encyclopedias are general, but others are highly specialized in fields such as history or literature.

**Useful Expressions**

- Our invention/inventor is...
- He/She created/developed...
- He/She developed the invention to...

**Give your Presentation**

- Present the invention or inventor you chose.
- Show your encyclopedia entry.
- Don’t forget to give everyday examples of the impact of your inventor or invention.

**Questions**

a. Where does the word *encyclopedia* come from?
   
   ____________________________________________________________

b. What does *encyclopedia* mean?
   
   ____________________________________________________________

c. Did *encyclopedia* begin as a single book?
   
   ____________________________________________________________

d. Did *encyclopedia* evolve?
   
   ____________________________________________________________
Why did you make that block of ice?

I need you to go to the bakery. Sure, mom.

I want to help my mom real quick!

But mom, I am an expert! I added some extra power to my skateboard.

I need you to go to the store and the cleaner’s, but don’t go there skating.

Mom, I made an ice-block to cool things in a jiffy. Put the pot here.

I got all of my mom’s packages. I ran all these errands in a jiffy.

Hey, kid!!!! WATCH OUT!

Hi, I made an ice-block to cool things in a jiffy. Put the pot here.

I got all of my mom’s packages. I ran all these errands in a jiffy.

Jeff learned that he had to use his talent creatively and responsibly.

His mom usually forgot how Jeff got carried away with his creative solutions to things.

I got stopped by the police. Sorry, mom.

Well, you’ll pay it by yourself.

I got stopped by the police. Sorry, mom.

Hey, kid!!! WATCH OUT!

Comic

Jiffy Jeff

1. Jeff did everything in a jiffy so that he could go out and play.

2. He had creative ideas to do his duties quickly.

3. So, he used his toys to help his mom as quickly as he could.

4. His mom usually forgot how Jeff got carried away with his creative solutions to things.

5. Jeff learned that he had to use his talent creatively and responsibly.

Read and listen.
Quiz Time

1. Listen to this short biographical lecture about George Eastman. Check the option that completes each statement.

a. Where did George Eastman live?
   - 1. in the United States
   - 2. in France
   - 3. in Germany

b. Where did Eastman have his offices?
   - 1. Albany, New York
   - 2. Rochester, New York
   - 3. Hartford, Connecticut

c. What did Eastman develop in 1888?
   - 1. the first color photographs
   - 2. the first hand camera
   - 3. the first fixed-focus camera

d. When did Eastman invent the first film roll?
   - 1. in 1888
   - 2. in 1882
   - 3. in 1892

2. Complete the following encyclopedia entry. Use the correct verb form. Use the Word Bank.

Thomas Alva Edison, (1847-1931). American inventor. Thomas Edison did not ____ (a) ____ the light bulb. He ____ (b) ____ a better light bulb and ____ (c) ____ efficient electric lighting systems for neighborhoods and cities. Edison ____ (d) ____ other inventions such as the phonograph and automatic telegraphy. Edison ____ (e) ____ working on his inventions until the day he died.

Word Bank
- continue
- make
- patent
- invent
- develop

3. Ask wh-questions for the following bits of information about famous inventors and inventions. Use the question word in parentheses.

a. (Who) __________ created the LEGO company?

   - Ole Kirk Christiansen created the LEGO company.

b. (Where) __________

   - Wilhelm Roetgen discovered X-rays in his laboratory in Germany.

c. (What) __________

   - James Naismith invented the game of basketball.

d. (When) __________

   - Frank Henry Fleer invented bubble gum in 1906.

Self-Evaluation

Now I can...

- talk about some breakthroughs in science and technology.
- narrate past events.
- determine the topic and details of a reading selection.
- write an encyclopedia entry.
A-E
braille: n. relief marks that blind people use for reading, in which dots represent numbers and letters that can be identified by touch.
blind: adj. unable to see, without the sense of sight (ant. seeing).

breakthrough: n. an important advance or discovery (syn. achievement, progress). *The World Wide Web became a breakthrough in the history of science and technology.*
co-worker: n. a person who works with another in the same place.
discovery: n. the event of discovering something. *The scientist published his recent discovery.*
dynamite: n. explosive substance invented by Alfred Nobel, used especially for breaking rock.

electromagnetic: adj. showing movement of positively and negatively charged atoms.
envision: v. to picture mentally, esp. some future event (syn. anticipate). *He did not envision the consequences of his words.*

F-J
glucose test: n. assessment of sugar amounts in the blood. *People with diabetes take glucose tests at home.*

healing: adj. having the power to cure (syn. curative. ant. irritating, infectious).
jiffy: n. very short time (syn. moment, very soon). *She got dressed in a jiffy.*

quench: v. to satisfy one's thirst by drinking (syn. cool, extinguish). *I drank six glasses of water to quench my thirst.*
rocket: n. a vehicle used for traveling or carrying things into space, which is shaped like a big tube.

roommate: n. person who shares a house or an apartment with someone.
wave: n. the movement of some forms of energy. *The oven waves heated our lunch.*

Colloquial Expressions
To be the brains behind: be the leader of a project/plan.
To get wise to: become knowledgeable about something.
To have a light bulb moment: have a moment of inspiration.
To have a one-track mind: be able to work in one single manner.
Not to be rocket science: not as difficult as it seems.
No biggie: not important.
To ring a bell: remind someone of something.
To come across: find something or someone by chance.
To be under one's belt: in one's possession or experience.
Discuss:

• Do you have happy vacation memories?
• Do you have vacation anecdotes?
• Do you know anyone who had an extreme vacation experience?
Lesson 1

Vacation Time

1. Complete the following brochures with the corresponding words. Use the pictures as clues.

   **Beach Resort**
   - **m** in the sea. **e** on the beach. Pay little for renting a yacht.

   **Fisherman’s Lodge**
   - **h** in our beautiful lake. Do **e** surrounded by nature.

   **Fun Camping**
   - **m** near the city. Set up your tent in the middle of the forest.

   **Nature Trails**
   - **h** on our trails. Take pictures of our waterfalls. **R** your bike to tour the park.

2. Listen and select the picture that best matches the conversation. Then listen again to complete the grammar chart.

**Reflect on Grammar**

- There was ___________.
- There were ___________.
- There wasn’t ___________.
- There weren’t any ___________.
- Was there ___________?
- Yes, there was.
- Were there ___________?
- Yes, there were.

**Key Expressions**

*Fit the bill: satisfy expectations*
4. Listen and match each person with the picture described. Then complete the grammar chart below.


Peter: Hello, grandma! This is Peter. I am calling you from Orlando.
Grandma: Hello, Peter. How was your trip to Disney World?
Peter: Great! We arrived at the hotel this morning; there were many attractions. I went straight to the pool. I (swim) (a) most of the time.
Grandma: It is not surprising to me that you decided to swim all the time, you have always loved the pool. What about your parents?
Peter: My parents were tired and went to bed. They (sleep) (b) all morning.
Grandma: I am sure they were exhausted after that long trip. And how is your sister?
Peter: My sister had her new camera with her, so she (take) (c) pictures all over the place. When you phoned this afternoon, we (tour) (d) the hotel, so we (answer) (e) the phone in our room at that moment. Mom (pick up) (f) the phone when you hung up.
Grandma: Don’t worry. I understand you are full of fun activities to do. I hope you continue to have a great time.
Peter: All right! I’ll call you tomorrow and let you know how this trip goes on. Bye, grandma.
Grandma: Bye, grandson.

3. Read and complete this brochure using there was/were.

Nature Trails is a recreational park that is changing for its visitors. There was a swimming pool and houses in the past. These days the park offers a different view. For instance, there is a gym where a tall building some years ago. Not any camping sites in the past. Today there are clean waterfalls, safe camping areas and great hiking trails. It is located very close to the small town of Altoona.

5. Complete this phone call between Peter and grandma about his family vacation.

Peter: Hello, grandma! This is Peter. I am calling you from Orlando.
Grandma: Hello, Peter. How was your trip to Disney World?
Peter: Great! We arrived at the hotel this morning; there were many attractions. I went straight to the pool. I (swim) (a) most of the time.
Grandma: It is not surprising to me that you decided to swim all the time, you have always loved the pool. What about your parents?
Peter: My parents were tired and went to bed. They (sleep) (b) all morning.
Grandma: I am sure they were exhausted after that long trip. And how is your sister?
Peter: My sister had her new camera with her, so she (take) (c) pictures all over the place. When you phoned this afternoon, we (tour) (d) the hotel, so we (answer) (e) the phone in our room at that moment. Mom (pick up) (f) the phone when you hung up.
Grandma: Don’t worry. I understand you are full of fun activities to do. I hope you continue to have a great time.
Peter: All right! I’ll call you tomorrow and let you know how this trip goes on. Bye, grandma.
Grandma: Bye, grandson.

- Get into groups. Think of a vacation experience each one of you remembers well.
- Tell your story to your classmates and select the most interesting one.
E.g. When I was little, once we went to the beach. There was a hut and there were many giant umbrellas.
4. Listen to Antonio’s story again and complete the sentences. Use the Word Bank. Then complete the grammar chart on the next page.

a. When we were really high up, I slipped and fell.

b. I broke my arm _______ I crashed into a tree.

c. _______ the paramedics arrived, I was shaking.

d. I was falling _______ my sister was trying to get hold of me.

Word Bank
• while
• when
Use conjunctions to join two sentences.

**When**
- The accident happened _when_ we started climbing a rock.
- I was shaking _when_ the paramedics arrived.

Use “when” when one action follows the next one almost immediately or when an action is happening for a longer period of time and another one happens and “interrupts” it.

**While**
- I was falling _while_ my sister was trying to get hold of me.

Use “while” when two durative actions occur in a parallel way.

5. **Complete Antonio’s account of his story.**

   It was a sunny morning on the last day of my camping trip. The accident happened _when we started climbing a rock_ (a). We were really high up (b) I slipped and fell. I was falling (c). I dragged her down with me. I broke my arm (d) I crashed into a tree; my sister was fine and called 911. (e) the paramedics arrived. I was in pain all that night. The next day I felt much better, and the doctors sent me home. I will need some physiotherapy for a few weeks.

6. **Talk to a partner about a mishap. Use sequence connectors, the past tenses and time conjunctions.**

   - At the beginning... while...
   - At that moment... when...
   - After that...
   - At the end...
   - First...
   - when...
   - Then...
   - while...
   - Later...
   - Finally...

**Project Stage 2**

- Write the first draft of your group’s vacation narrative. Think of relating the key events in the story within a time frame.
- Use sequence connectors and time conjunctions to link the events in the narrative.

**E.g.** We were relaxing at the beach _when we saw some people run to the water._
Lesson 3

Adventure Tales

1. Locate the following places in these pictures.

a. Region means:  
   1. area  
   2. city  
   3. park

b. Adventurous means:  
   1. audacious  
   2. timid  
   3. generous

c. Shortcut means:  
   1. road  
   2. trail  
   3. shorter route

d. Lost means:  
   1. found the way  
   2. missed the way  
   3. on the way

e. Search means:  
   1. exploration  
   2. lose  
   3. call

Reading Strategy
Recombine your knowledge of vocabulary and grammar to identify details in the text.

2. Read the text and identify the meaning of the words in red.

A group of school students took a tour of a natural park for their summer vacation. The tour guide knew the trails of the region very well. In the afternoon, he invited the school kids to join him in an adventurous hike to a waterfall. The kids’ screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed-wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a shortcut and ended up lost, so the guide cancelled the trip to the waterfall to start the search along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. They had found the missing students. The police officers were searching for the kids while they were trying to set up a tent in the forest; it was midnight. They were fine, yet both were tired and scared.

3. Answer the following questions about the sequence of events in the story.

a. What happened when some kids walked very fast?
   They reached a barbed-wire fence.

b. What happened when two students took a shortcut?

c. What were the authorities doing while the group was walking back to the hotel?

d. What was the group doing when the phone rang?

e. What were the missing students doing while the police were searching for them?
4. Use synonyms to complete the summary of the reading in a few ideas.

A group of students toured an [area] (a) of a natural park. They were in an [hike] (b) when two students took an [swim] (c) and [get] (d) in the forest. Police officers started an [e] (e) to find the two students. The police found the students later that night. They were [frightened] (f).

5. The two students gave their report to the police. Unscramble their report to determine the beginning (B), middle (M), and end (E) of their personal narrative.

We were walking ahead of the group when we saw a sign indicating the way to the waterfall.

(B)

(M)

(E)

6. Look at the following pictures of a travel mishap. Fill in the blanks to complete it. Then follow the model to write, in your own words, a personal narration.

We tried to go back, but we did not find our group. We were setting up our tent when the police arrived. We walked for a few minutes when we realized the group was not behind us anymore. We were walking ahead of the group when we saw a sign indicating the way to the waterfall. We were scared and did not know where to go.

Writing Strategy

Map the events in a narrative to a story map.

Beginning: setting

Middle: conflict/problem

End: resolution

One morning my friend and I [swim] (a) in a lake when he [get] (b) a cramp in a leg, so he didn’t feel well.

I [ask] (c) for help when he [can] (d) swim anymore.

We [sit] (e) at the shore when our coach [arrive] (f).

Fortunately, he [massage] (g) his leg and he [get] (h) well soon.

That afternoon my friend and I [not swim] (i) anymore and we [go] (j) back home.

Project Stage 3

- Review your narrative and make sure your ideas reflect the elements of the story map.
- Present your narrative to your classmates.
Lesson 4
Traveling Mishaps

1. Look at the pictures and read the expressions in the Word Bank. Write the number of the expression under the corresponding picture.

![ Pictures of a suitcase, a road, a person walking, a group of people, and a car. ]

Word Bank

1. To have itchy feet
2. To hit the road
3. To live out of a suitcase
4. To be a Sunday driver
5. To hit the pedal to the metal

2. Now listen to a short conversation and write the idioms in front of their definitions.

a. to enjoy traveling
b. to be an inexperienced driver
c. to go fast when driving a vehicle
d. to begin a trip or travel
e. to be ready to travel

3. Read and fill in the gaps with idioms from the previous exercise.

**Conversation 1**
Mark: What were you doing yesterday morning?
Jeff: I was taking my driving lessons. I think I'm ready.
Mark: That's what you think. You are now a **Sunday driver**. It takes time to be able to... **When I knew about our trip, I was ready to hit the road.**

**Conversation 2**
Antonio: School is over. I'm ready to...
Mark: Really? Where are you going?
Antonio: I don't know yet. But you know I...

4. Get in pairs and share how you feel about traveling. Use the idioms from this lesson.

Reflect on Values

- I value other people’s life experiences.
- I feel sympathy for other people’s misfortunes.
- I am willing to share personal experiences.

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gap Activity
Student A goes to page 87.
Student B goes to page 89.
Real Communication

Share Your Project

1. Discuss your experience.
   Read the following ideas about working collaboratively. Grade them in order of importance from 1 the most important to 5 the least. Be ready to support your answers.
   
   participate actively --------- help one another --------- do the activities
   listen to others ---------------- take on responsibilities

2. Read the definition of personal narratives. Then answer true [T] or false [F] accordingly.

   A personal narrative is a story connected through a series of events. It has three parts: beginning, middle, and end. The beginning contains the starting events followed by a problem or complicating situation in the middle. The end has the solution to the problem or the resolution of the complicating situation.

   a. A personal narrative has a series of unrelated events.   [F]
   b. A personal narrative generally has four parts.   [ ]
   c. The beginning contains a complicating situation.   [ ]
   d. The middle has the solution to the problem.   [ ]
   e. The end of the narrative has a solution to the story.   [ ]

3. Share your personal narrative.
   - Make sure your story is about a personal experience.
   - Clearly determine the beginning, middle and end of the story.
   - Review the use of time markers to show the sequence of events.

Give your Presentation
- Present your personal narrative.
- Support it with appropriate visual aids.
- Don’t forget to use sequence connectors and time conjunctions.
- Ask questions to your classmates to see if they understand what you are saying.

Useful Expressions
- This happened to me when... Then...
- When I was... The next day/morning...
- That day/that night... In the morning/in the afternoon...
- I was... while...
Travel and Adventure Trivia

Make groups of three and play.
• You need a dice, your book and teamwork spirit.
• Advance and answer the question in each square. Pick up the points if your answer is right.

**ACTIVITY**

10  What can you do here?

10  What place is this?

10  How many bikers are there in the picture?

10  Where can you see these two characters?

20  What activity can you do here that requires a boat?

20  What is this?

20  Describe the picture as accurately as possible.

20  In what famous park you can find yogi bears?

30  What is this sport called?

30  What place does this sign lead you to?

30  Ask two questions about this picture.

30  Where is Niagara Falls?

40  What sport is Michael Phelps really famous in?

40  What place does this sign show?

40  Mention two of the places displayed in these park signs.

40  What are Erie, Huron, Superior, Michigan and Ontario?

**PLACES**

**DESCRIPTIONS**

**FAMOUS LOCATIONS**
3. Complete the paragraph sentences using the Simple Past tense or the Past Progressive tense.

I was on vacation in Florida when I ________fell (fell/was falling) (a) and hurt my elbow. I did not go to the hospital, and my elbow ________bigger (b) bigger. My parents ________me to the hospital when they ________me in pain. I sat in bed while my brothers and sisters ________on the beach.

Self-Evaluation

Now I can...

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about travel destinations and experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrate past events.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show the sequence of events in a personal narrative.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write a personal narrative.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Colloquial Expressions

To hit the road: to begin a trip or travel.

To hit the pedal to the metal: to go fast when driving a vehicle.

To have itchy feet: to enjoy traveling.

To live out of a suitcase: to be ready to travel.

To be a Sunday driver: to be an inexperienced driver.

To fit the bill: to satisfy expectations.

I’m kidding you: I’m not being serious.

Glossary

A-E
adventurous: adj. willing to take risks (syn. bold, daring). The explorer lived an adventurous life.

barbed-wire fence: n. fence with points intended to give protection.

Camp: v. to set up a tent to sleep outdoors. We camped out last night.

drag: v. to pull something with force (syn. pull, haul). She dragged you to the floor when the fight began.

excursion: n. a journey people usually take for pleasure, a short trip.

hike: v. to take a long walk in the countryside for recreational purposes. They hiked in the wilderness.

hurt: v. to cause physical pain or injure (syn. wound). He hurt his knee in the accident.

relax: v. to become less active; to decrease one’s activities to a lesser level (syn. loosen, ease, ant. tighten, tense).

ride: v. to travel on and control a vehicle, animal or bike.

search: v. to look into, to explore by examining (syn. investigate, inspect).

slip: v. to fall by sliding quickly or accidentally.

surround: v. to be all around, to enclose in all ways (syn. encircle).

tent: n. a shelter made of cloth or plastic.

tour: v. to visit places, to go sightseeing.

waterfall: n. water falling from high places.

shortcut: n. a shorter route to a destination.

tyacht: n. a large, private boat.

K-O
lake: n. an area of water surrounded by land. It usually contains fresh water.

physiotherapy: n. the use of exercise to treat physical illnesses.

F-J
forest: n. an area of land covered with trees and bushes (syn. grove, wood).

gymnasium: n. a place where people do exercise to keep fit.

exotic: adj. strange but appealing (syn. foreign, unusual, ant. native). There were exotic flowers in her garden.
Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (√) the right answer.

Example:
0. The woman went on vacation to a historic

1. The town was located in

2. She visited a local

3. The famous invention of the town inventor was a

4. Did the woman try it?

5. The woman bought
Reading
Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Last summer (0) my holidays when my father (6) me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) on a safari and it was amazing. The day of the safari, I (8) ready while dad and his friends (9) stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) water from a shallow pond while many crocodiles (12) for a possible victim. When our vehicle came too close to the zebras, one of them (13) scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) from nowhere and hit the crocodile really hard. The croc (15) the zebra.

6. A invite B invited C was inviting
7. A go B went C were going
8. A was getting B got C were getting
9. A tell B was telling C were telling
10. A take B was taking C were taking
11. A drink B drank C was drinking
12. A were waiting B waited C was waiting
13. A get B got C was getting
14. A appear B appeared C was appearing
15. A release B released C was releasing

Speaking Candidate A
You visited Nature Trails National Park on your last vacation. Answer your partner's questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Where did you go on vacation? What do you like doing? Did you go with anyone? Was there a...? Were there any...? Did you have any incident?

Activities: hike, fish, camp, ride a bike
Places: trail, waterfall, lake

Writing
Write a personal narrative about a vacation incident you had.

- Write
  - how everything began
  - what happened
  - how the incident ended
- Write between 30 and 45 words.

Speaking Candidate B
You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner's questions telling him what you did on your last vacation. Give your answers based on card no. 1.

Where did you go on vacation? What do you like doing? Did you go with anyone? Was there a...? Were there any...? Did you have any incident?

Activities: hike, fish, camp, ride a bike
Places: trail, waterfall, lake
General Objective
You will be able to discuss hobbies and free time activities.

Communication Goals
You will learn how to
• talk about hobbies and leisure activities.
• express agreement or disagreement about controversial topics.
• talk about rules, express advice and emphatic opinions.
• determine main ideas, supporting information and examples in a reading.

CLIL
• Hobbies and Entertainment
• Leisure Activities
• Commitment in Leisure Activities
• Feeling Alive

Vocabulary
• Words related to hobbies, leisure activities and entertainment

Grammar
• Imperative Mode
• Modals: obligation, advice, emphatic opinions

Idioms and Colloquial Expressions
• To blow away the cobwebs
• To be the life and soul of a party
• 24/7
• What are you up to?
• To make a big thing of something
• To be in full swing
• To be in one’s element
• That’s terrific!
• Don’t get me wrong.

Project
A Scrapbook
You will work in groups to do a scrapbook presentation of a hobby.

Discuss:
• Do you have a hobby?
• How much do you know about it?
• Can you advise your friends about how to begin and keep on developing a hobby?
• Do you belong to a group of people with that hobby?
Vocabulary Strategy
Look up new words in the dictionary to identify their meanings and learn their pronunciation.

Lesson 1
Hobbies

1. Label the pictures. Use the Word Bank. Then, complete these conversations.

Conversation 1
A: What are you up to these days, Mike?
B: I joined a **breakdance** academy. I really like it.
A: There is nothing like good music.
B: I completely agree with you.

Conversation 2
C: Do you have any hobbies?
D: I do. I belong to a **craft** workshop. You can make some money making earrings and rings.
C: Really, how much are we talking about?
D: You must learn how to make jewels, first!

Conversation 3
E: What’s **collecting** really like?
F: It is really interesting. In my opinion, you get to know a lot about a country when you look at its coins and bills.

Conversation 4
G: What are you doing these days, Lisa?
H: I am making models **24/7**. **Plasticine** modeling is so absorbing.
G: Aren’t you just playing with that?
H: Not at all. You should know a bit more about this activity.
G: I think you are right. How should I start?

2. Use the dictionary to find the meanings of the words on the left. Then complete each list.

- **candle**
- **cap**
- **clay**
- **coin**
- **craft**
- **jewelry**
- **plane**
- **plasticine**
- **stamp**

**Key Expressions**
What are you up to? What are you doing?

- **ballet** /bae’leɪ/ n.
  1. Dancing used to perform a story without words or singing. 2. A form of artistic dance. *He is a ballet dancer.*

3. Listen to a radio talk show about the Do’s and Don’ts of some hobbies and complete the information. Then complete the grammar chart on page 37.
Get together with your friends. Agree on a hobby you want to present to your class in a scrapbook.

Select the type of album or book you want to design to make your scrapbook.

E.g. In my opinion, guitar lessons are great.

4. Read the conversation. Then look up the words in bold in the dictionary. Write their meaning and pronunciation. Listen to check.

Nicole: So, you are going to your first concert ever. Mike: I can’t believe it. Any ideas to have in mind? Nicole: Yes, I have a couple of ideas that are really useful. First, always bring an ID with you. Wear comfortable clothes, but do not dress up for the concert. Don’t take bags or belts either.

Something else, keep your distance from the crowd. Don’t run when the artists come up on stage. Don’t stay in the middle of trouble if there is a fight. One more thing, locate the nearest exit in case of a human stampede.

Mike: Thanks! These ideas are great.

5. Now complete the list of Do’s and Don’ts to attend concerts.

<table>
<thead>
<tr>
<th>Do’s and Don’ts to Attend Concerts</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
</tbody>
</table>

6. Have a conversation with a partner about the do’s and don’ts of a hobby.

What are the do’s and don’ts of jewelry making?

Join a club, find people with similar interests. I think you should...

Project Stage 1

- Get together with your friends. Agree on a hobby you want to present to your class in a scrapbook.
- Select the type of album or book you want to design to make your scrapbook.

E.g. In my opinion, guitar lessons are great.
1. Label the pictures. Use the Word Bank.

Word Bank
• friends
• email
• social network

2. Mike’s father is telling him about his new leisure activity. Read and listen to the dialog. Then complete the grammar chart below.

Father: Guess what, son?
Mike: What is it, dad?
Father: I’m thinking of creating my Facebook account!
Mike: That is terrific! But you have to have an email to create a Facebook account. You know that, don’t you?
Father: I do. And I must have contacts as my “friends.” Would you like to be my first friend on Facebook?
Mike: Dad, you should not have your family as friends. Facebook is a social network. You must have your own social connections. In my opinion, Facebook must be for groups of friends, hopefully of the same age. You mustn’t be friends with your children on the Internet.
Father: I disagree. Facebook does not have rules about online friendships. What should I do then?
Mike: Dad, don’t get me wrong. You should find and make your own friends on the Internet. How about my aunts and uncles? You should invite your friends from work.
Father: Anyway, one thing is the Internet and Facebook, and another thing is my real world. You are my real world. I must interact with you here, at home. Virtual relations can be so ephemeral.
Mike: That’s right, dad. Our relationship is not virtual, it is real!

Reflect on Grammar
Modal Verbs have no S for the third person singular and are followed by the infinitive without to. They can have different uses. Here you can see only some of them.

<table>
<thead>
<tr>
<th>HAVE TO + verb</th>
<th>MUST + verb</th>
<th>SHOULD + verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>It expresses obligation based on external circumstances or rules.</td>
<td>It expresses an emphatic point of view based on the speaker’s opinion.</td>
<td>It is used to give advice.</td>
</tr>
<tr>
<td>You _______ an email to create a Facebook account.</td>
<td>I [contacts as my “friends.”]</td>
<td>You _______ your friends from work.</td>
</tr>
<tr>
<td>It expresses absence of rules.</td>
<td>It expresses prohibition or emphatic point of view.</td>
<td>It is used to give advice.</td>
</tr>
<tr>
<td>You _______ so strict about social network rules.</td>
<td>You _______ friends with your children on the Internet.</td>
<td>You _______ your family as friends.</td>
</tr>
<tr>
<td>It asks about rules.</td>
<td>It asks whether something is necessary.</td>
<td>It is used to ask for advice.</td>
</tr>
<tr>
<td>Do _______ have an email?</td>
<td>_______ you _______ friends with your children on the Internet?</td>
<td>What _______ I _______ then?</td>
</tr>
</tbody>
</table>
The Sports Club is looking for a swimming instructor with a lot of experience. In the job description, the candidate must have at least five years of experience in similar jobs. The person must have a certification as a swimming instructor as well. If you are interested in the position, you should include some letters of reference, but they are not obligatory. The job interviews are in a week, so you must apply now because they are receiving applications just until Friday.

### Useful Expressions
- I think...
- In my opinion...
- I don’t agree
- I disagree...
- I don’t think...
- Don’t get me wrong...

### Project Stage 2
- Write some strong opinions on what people have to do. You can also give some advice on how to start the hobby.
- Don’t forget to use graphs in your scrapbook. You can also use realia. E.g. You should go to the local karate club.
Lesson 3
Choice and Commitment

1. Answer these questions before you read.
   a. Do you have a hobby? What is it?
   b. Do you like karate and taekwondo? Why?
   c. What is a Sudoku? What are the rules for Sudoku?

2. Read the definitions and find in the text the bold words that you consider matches each one. Then go to the dictionary to confirm your answers.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hobbies</td>
</tr>
<tr>
<td>2.</td>
<td>activities people do to spend their free time creatively</td>
</tr>
<tr>
<td>3.</td>
<td>in a sincere manner</td>
</tr>
<tr>
<td>4.</td>
<td>strikes with closed fists</td>
</tr>
<tr>
<td>5.</td>
<td>a list of activities and the times they are programmed</td>
</tr>
<tr>
<td>6.</td>
<td>discipline, doing something in a disciplined way</td>
</tr>
<tr>
<td>7.</td>
<td>puzzles</td>
</tr>
<tr>
<td></td>
<td>word games to test people’s mental abilities</td>
</tr>
<tr>
<td>8.</td>
<td>seniors</td>
</tr>
<tr>
<td></td>
<td>people beyond their middle age</td>
</tr>
</tbody>
</table>

3. Read and listen.

Hobbies are activities people do to use their free time creatively. Hobbies are not a matter of age; some hobbies are for young people, but there are others for adults and even seniors. Nevertheless, hobbies are a matter of choice and commitment. You should consider your interests when you select a hobby. That is, you must think that the hobby of your choice matches the type of activities you do in your free time anyway. Another aspect in hobby choosing is the dedication you require for a particular activity. For example, some hobbies require very little time, but for others you should have a very concrete schedule of practice.

If you like physical activities, try martial arts. They are a series of disciplines around physical body training and fighting techniques, yet people practice martial arts mainly for recreational purposes these days. However, if you are truly committed to a particular type of martial arts, you have to attend an academy regularly to advance in your training. Karate and taekwondo are very popular among young people because they demand a lot of energy. Karate practitioners, for instance, have to have training in kicks and punches for self-defense. Taekwondo athletes have to have training in specific kicks and muscle resistance by breaking wooden panels or bricks. Both karate and taekwondo athletes show their progress by competing for some color belts from white for beginners to black for experts.

If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik’s Cube. Puzzles, for instance, help people develop word skills. Sudoku are mathematical games to increase logical thinking. In addition, they promote problem solving skills in people. The Rubik’s Cube provides a challenging problem solving experience when people try to piece together a colored cube in the fewest moves possible.
4. Look back at the reading and find some supporting ideas or examples associated with the main ideas below.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Supporting Ideas / Examples</th>
</tr>
</thead>
</table>
| Another aspect in hobby choosing is the dedication you require for a particular activity. | • Some hobbies require very little time.  
| | • For others you should have a very concrete schedule of practice.  
| Karate and taekwondo are very popular among young people because they demand a lot of energy. | • Karate practitioners specific kicks and muscle resistance by breaking wooden panels or bricks.  
| | • Karate and taekwondo athletes  
| If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik’s Cube. | • Puzzles  
| | • Sudoku  
| | • The Rubik’s cube  

5. The reading contains some words and phrases the writer uses to support his ideas. Take an example from the reading that matches the following connecting ideas.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Contrast</th>
<th>Addition</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| • For example  
| • Nevertheless  
| | • Moreover  
| | • That is  

6. Read these people’s profiles. Select one of them and write a piece of advice for a hobby.

Dear ____________,

You should try ______________. 
In my opinion, ______________. 
Moreover, ______________. 
if you want to ______________ you have to ______________.

Joseph, 14. He likes team sports. He also enjoys meeting people. 
Ana, 15. She likes indoor activities. She is a one-track mind kind of person. 
Julie, 16. She likes arts and movies. She does not enjoy physical activities very much.

E.g. Karate helps you exercise all your body. For example, you use your arms and legs. But, in order to do karate, you have to...
Lesson 4
Feeling Alive

1. Match the ads with the hobbies.
   a. **Blow away the cobwebs!** Get some fresh air! Join us for nice trails and renew yourself. Fortify your bones and muscles. Feel alive again!
   b. Our students tell us they **feel in their element** after attending our courses. Many of them are so good that they compete with experts without a problem. They are like real fish in the water.
   c. Learn to move your body to the rhythm of this traditional Argentine dance that **is in full swing** these days.
   d. **Don’t make a big thing of** your inexperience. Learn to make delicious gourmet sandwiches out of a few eggs, bacon and bread. Make your dishes big!
   
   
   e. **Be the life and soul of the party** the next time you meet your friends. Entertain them with our town’s history. Get all the facts that make our history so interesting. Come and visit us!

Hobbies
- Cooking club
- Museum Excursions
- Swimming Academy
- Tango in One Step
- The Hiking Club

2. Match the idioms on the left with their definitions on the right.
   a. to blow away the cobwebs
   b. to make a big thing of something
   c. to be in full swing
   d. to feel in one’s element
   e. to be the life and soul of the party

   - to be the most amusing and interesting person in an event
   - to be at the busiest, liveliest or most successful moment
   - to make changes in one’s life to feel better
   - to do something very well and enjoy doing it
   - to behave as if something more important than were it actually is

3. Work in pairs. Look at the pictures and make a dialogue for each place using the idioms in this lesson.

   **My dad and I decided to blow away the cobwebs, so we went camping and…**

   **We did, too. My dad invited me and my brothers to go hiking in order to blow away the cobwebs. You know, being on the Internet all the time can be bad for you!**

   1. Match the ads with the hobbies.
   2. Match the idioms on the left with their definitions on the right.
   3. Work in pairs. Look at the pictures and make a dialogue for each place using the idioms in this lesson.

**Reflect on Values**

<table>
<thead>
<tr>
<th>I value other people’s hobbies and interests.</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think it is important to use free time creatively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to share personal experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gap Activity**

- Student A goes to page 88
- Student B goes to page 91
2. Scrapbook Presentations

Scrapbooks are really effective if you pay close attention on how to design them. You must know that a scrapbook is a visual product. It is an album or book in which you paste images about facts you consider relevant. You can make a chronological scrapbook if you decide to divide it into periods of your life, or into different aspects of the album’s topic. Additionally, you need to find clear illustrations to decorate each page.

Think of an interesting title. Next, you have to establish a good sequence for the contents so that the viewers follow a logical sequence. A scrapbook mustn’t have much text. They do not require much explanation.

You can create a physical scrapbook or a digital one. If you go for the digital one, scan the images that you feel will help you remember the text when you are giving the presentation. To present your scrapbook you can use a design program or do a PowerPoint presentation. But, if you go for the physical scrapbook, you just have to show it to your class.

3. Complete the following chart with the Do’s and Don’ts of scrapbook designing.

<table>
<thead>
<tr>
<th>DO’S AND DON’TS OF SCRAPBOOK DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO’S</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Give your Presentation

- Think of the main ideas about your hobby.
- Be emphatic about the importance of the hobby.
- Provide some advice on how to start the hobby.

Useful Expressions

- We think “X” is a good hobby. You have to...
- You must... Don’t...
- You should... In our opinion...

1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1, the most important, to 5, the least. Be ready to support your answers.

participate actively listen to others help one another

take on responsibilities do the activities
Read and listen.

1. Mathew is reading a Christmas letter from grandpa and grandma to his children and wife. They sent each one a present.

...and Merry Christmas to all. Your presents are all around the house. Find the first one in the kitchen. It is to Mary.

2. Grandpa and grandma sent Mary a present.

It's a book, a cuisine book. They know I love cooking.

3. And then they go into the studio to look for the second gift.

Mary, open your present. Let us see what you got.

4. Then they go to Mathew and Mary’s room. Now, it was Mathew's turn.

Oh, how lovely. It's a tool box.

5. Grandpa and grandma also sent Sarah a present. They know she loves collecting stamps.

Grandpa knows plane modelling is my hobby.

6. Now, everybody, go to the garage. There you will find another gift for everybody.

Oh!!!

7. But their present is not the van.

Our last present is for all of you! It is a weekend trip with us. Let’s go and share our free time together!

8. Finally, they share some time together.

Oh, great. It's a wonderful idea.

Now you, Phillip. What did they send you?

Grandpa knows plane modelling is my hobby.

It's a very old book of stamps.

Oh, it's great. Collecting stamps is so nice!

Sarah knows there can’t be a better present for her.

It's a book, a cuisine book. They know I love cooking.

Oh, how lovely. It’s a tool box.

Do you like our new van?

Our last present is for all of you! It is a weekend trip with us. Let’s go and share our free time together!

Thanks mom, thanks dad.

Thanks granddad, thanks grandma.
Quiz Time

1. Read the following paragraph and select the verb in bold that best matches the content of the message.

Finding online friends is more common than meeting them on the street. However, young people must / mustn’t (a) pay attention to these online friendships. Here is a short list of things you need to / don’t need to (b) be careful about when you meet a person online. Be / Don’t be (c) real, but be / don’t be (d) careful. People who tell lies have problems later on. Talk / Don’t talk (e) too much about yourself. Express / Don’t express (f) so openly your ideas about topics such as politics or religion; they can be tricky.

2. Read the following situations. Write a piece of advice for each of these people.

A friend started guitar lessons, but she did not like them. She needs to tell her parents. They paid for the entire course in advance. Your friend is more into outdoor activities such as hiking.

A friend of yours wants to start a hobby, but he is not sure about which one. He is very good at problem solving activities and he is good with details.

3. Complete the following paragraph. Use the Word Bank.

Movie watching is a very entertaining hobby. ________________, (a) it does not require a lot of time or money. Movies are always changing, but there are people who collect some specific types of movies. ________________, (b) movie collectors buy movies related to a particular genre such as horror or drama; others are more interested in a particular actor or actress. ________________, (c) there are people who follow an actor or actress such as Brad Pitt or Julia Roberts, so they buy all their films and study these performers’ careers.

**Word Bank**
- That is
- Moreover
- For example

**Self-Evaluation**

Now I can...

- Talk about hobbies and leisure activities.
- Express personal opinions on controversial issues.
- Determine main ideas, supporting information and examples in a reading.
- Talk about rules, express advice and emphatic opinions.
Glossary

A-E
absorbing: adj. taking one’s attention (syn. involving, fascinating, engaging).
agree: v. to converge in an opinion. The class agreed to have a party on Sunday.
appealing: adj. having some sort of attraction or charm (syn. charming, enchanting; ant. unattractive).
bill: n. a piece of paper money.
crowd: n. a large gathering of people; a particular social group. (syn. crush, horde, jam).
disagree: v. to diverge in an opinion or decision (ant. agree). The class disagreed about the date for the party.
dress up: v. to wear special clothes for a particular occasion.
expose: v. to deny protection or care by leaving something out in the open (syn. uncover, disclose; ant. conceal).
memories: n. pl. images, or impressions that are retrieved in remembrance.

P-Z
promote: v. to help with the growth of something (syn. encourage; ant. demote). Families are promoting healthy diets for children.
senior: n. a person older in years. (ant. junior) Seniors usually join clubs to meet other seniors.
stamped: n. sudden movement of a mass of people or animals.

clay: n. a type of soil used to mold things due to its loose texture. She made some clay models for a school project.
coin: n. a flat piece of metal used as money.
commitment: n. the state of being loyal or interested in a particular activity (syn. dedication, attachment, fidelity).
craft: n. an occupation that includes manual work or the product of such an occupation.
hobby: n. a particular activity that people do in their free time for the purposes of relaxation.
jewelry: n. objects made of precious materials such as gems.
karate: n. a martial art that emphasizes techniques for punching and kicking in self-defense.

Colloquial Expressions
To blow away the cobwebs: to make changes in one’s life to feel better.
To make a big thing of something: to behave as if something were more important than it actually is.
To be in full swing: to be at the busiest, liveliest or most successful moment.
To be in one’s element: to do something very well and enjoy doing it.
To be the life and soul of the party: to be the most amusing and interesting person in an event.
What are you up to? What are you doing?
24/7: around the clock, all the time.
That’s terrific! That’s great!
Don’t get me wrong: Don’t misunderstand me.
General Objective
You will be able to make comparisons about places and people.

Communication Goals
You will learn how to
• talk about landmarks and compare them.
• make comparisons in terms of superiority.
• write profiles.
• have an informal dialog making comparisons.
• listen for specific details.

CLIL
• Amazing Facts around the World
• Some Countries and their Records
• The Guinness World Records
• Success

Vocabulary
• Vocabulary related to the degrees of the adjective
• Words about geographical landmarks such as rivers, mountains, cities and countries.

Grammar
• Comparatives and Superlatives

Idioms and Colloquial Expressions
• To be a class act
• To be head and shoulders above
• To go places
• To find one’s match
• I’ll go for
• Here you are
• Not to be in the same league

Project
A Personal Profile
You will work in groups to create a profile of a famous athlete or sports celebrity.

Discuss:
• What’s the longest river in the world?
• What’s the highest mountain in your country?
• Does your country hold any world records?
• Are there people who hold world records in your country?
Lesson 1

Amazing Facts Around the World

1. Put the words in their corresponding category. Use the Word Bank below.

- Mountains
  - Everest
- Rivers
  - Amazon
- Countries
  - Mexico
- Planets
  - Venus

Word Bank
- Brazil
- Venus
- Amazon
- Aconcagua
- Mexico
- United States
- McKinley
- Mars
- Nile
- Missouri
- Everest
- Earth

Vocabulary Strategy
Make groups of words around a central concept to help you remember vocabulary.

2. Complete these facts. Use some of the words in exercise 1.
   a. The ___________ is the highest mountain in South America.
   b. ___________ is the longest river in the United States.
   c. Mount ___________ is the highest mountain in the United States.
   d. The ___________ is the longest river in Egypt.

3. Read and listen to the conversation. Then complete the grammar chart on page 49.

A: Hi, buddy. Can I help you?
B: Sure. I am looking for an encyclopedia, about daily things like, which is bigger, Mars or Earth?
A: Let me see. I have an encyclopedia of the universe. Look, here it is. Here you can find facts like this, look: it says that Earth is bigger than Mars.
B: That’s great. But what about an encyclopedia of the world’s most interesting landmarks. Do you have one?
A: Well, here. Look, I have this book. It says, for example, that Mount Everest in Asia is higher than Mount Kilimanjaro in Africa. Brazil, for example, is the largest country in South America, but it is smaller than the United States in North America.
B: Do you have anything else?
A: Yes, this book is about the smallest things on Earth. Look, it says here that the Brazilian gold frog is the smallest one. Look, this frog is more interesting than other varieties. What do you think?
A: Well, I’ll go for the world landmarks encyclopedia.
B: That’s a great choice. Here you are.

Key Expressions
I’ll go for: I’ll choose... Here you are: Take it.

Speaking Strategy
To keep informal conversations going, use expressions like you know, look, like this, etc.
Grammar and Vocabulary

REFLECT ON GRAMMAR

<table>
<thead>
<tr>
<th>Basic Adjectives</th>
<th>Comparative Adjectives</th>
<th>Comparative Sentences</th>
<th>Basic Adjectives</th>
<th>Comparative Adjectives</th>
<th>Comparative Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>*big</td>
<td>bigger</td>
<td>The Earth is bigger than Mars.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>Brazil is larger than the United States.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*good</td>
<td>better</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*bad</td>
<td>worse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To make comparisons add **to one-syllable adjectives.**

**Notice:** Use the particle **in** comparative sentences.

4. Make sentences comparing landmarks.

<table>
<thead>
<tr>
<th>PLANET diameter</th>
<th>RIVER length</th>
<th>MOUNTAIN height</th>
<th>CITY population</th>
<th>COUNTRY size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury 4,900 km</td>
<td>Mississippi 6,275 km</td>
<td>Kilimanjaro 5,892 m</td>
<td>Montreal 3,401,000</td>
<td>Argentina 2,766,590 km²</td>
</tr>
<tr>
<td>Earth 12,800 km</td>
<td>Amazon 6,400 km</td>
<td>Aconcagua 6,962 m</td>
<td>Bogotá 6,834,000</td>
<td>Brazil 8,511,960 km²</td>
</tr>
<tr>
<td>Saturn 125,000 km</td>
<td>Nile 6,650 km</td>
<td>Everest 8,848 m</td>
<td>Tokyo 32,450,000</td>
<td>China 9,596,960 km²</td>
</tr>
</tbody>
</table>

a. **Mercury is smaller than the Earth.**
b. ____________________________
c. ____________________________
d. ____________________________
e. ____________________________

5. Make your own informal dialog.

A: Hi, buddy. What can I do for you?
B: Well, I’m looking for..., you know, things like that.
A: Let me see. Here I have this book about... Look, here it says that... is bigger/taller/higher/better/worse than...
B: Well, yes, that’s really interesting. But...
A: That’s a great choice. Here you are.

6. Think of two places. Talk to your partner about them. Use the Word Bank.

I think Machu Picchu is **more relaxing** than Mount Everest.

Yes, I agree, but I think Mount Everest is **more** **interesting** than Machu Picchu.

**Speaking Strategy**

Recombine known elements in a new way.

**Project Stage 1**

- Get together as a group. Decide on a famous sports person you would like to write about.

E.g. **Lionel Messi is more famous than Iglesias in Barça Football Club. Rafael Nadal is more popular than Roger Federer.**

**Word Bank**

- exciting
- relaxing
- interesting
- popular

49
Lesson 2

Some Countries and Their Records

1. Locate these countries on the map.

2. Listen to some record announcements. Write the country for each one of the records you hear. Then listen again and complete the grammar chart below.

3. Listen again and complete the sentences below.

Grammar Strategy

• Pay attention to adjectives that double their last consonant, like big / bigger.
• Two-syllable adjectives ending in –y follow the rules of one-syllable adjectives Friendly / friendlier.
4. Unscramble these sentences.

a. Asia/is/the/richest/country/in /Brunei/.
   Brunei is

b. tourists/for/Mexico/is/one/of/the/7 most/destinations/popular/
   Is Mexico one of

c. Mexico/has/some/most/famous/is/of/.the/in the world/also/sites/historical
   Mexico has

d. Oslo/expensive/the/is/most/city/in/Europe/.
   Oslo is

e. interesting/the/is/most/Egypt/?/one/of/Africa/in/countries
   Is Egypt

5. It’s play time. Listen to your teacher for the game instructions. Take turns tossing a coin (Heads = 1; Tails = 2). Follow the instructions on each card.

- Compare two rivers.
  Give an example with the superlative of “amazing.”
  Make a negative sentence with the superlative of “friendly.”

- Compare two cities.
  Make a question with the superlative of “famous.”
  Ask a question with the comparative of “happy.”

- Project Stage 2
  • Write the facts you have about this famous athlete. Compare this person with the rest of the people doing the same activity.
  • Give the reasons this person excels in this particular field.
  E.g. Kobe Bryant is the fastest basketball player. He is not very tall, so he can move faster than other players.
In 1951, Sir Hugh Beaver came across the idea of finding the answers to a series of questions that most people had difficulty answering, so he thought that a book containing the answers to those questions would be beneficial for humanity. After a few years, the first “Guinness Book of World Records” appeared on the market and became very popular.

The Guinness Book of World Records is a publication that is constantly looking for amazing events and facts around the world. The Guinness representatives contact people or organizations in many countries to determine their claims to be the fastest, the slowest, the highest, the shortest, the most or the least in who they are, or what they do.

Each year the company receives thousands of applications, and different adjudication teams verify the records and certify them. The adjudication process is relatively easy and has almost instant authorization and publicity together with a license to use the Guinness World Record logo.

The company has a record of the records which are not always extraordinary events. Something as simple as the longest motorbike, the largest robot dance, or the smallest telephone is part of the book of records published every year. However, the Guinness World Records does not accept certain claims. For example, records involving animal cruelty or bodily harm in human subjects are not acceptable.
3. Answer the following questions based on the information in the text.
   a. Who created the “Guinness Book of Records?” ________________________________
   b. What is the publication about? ____________________________________________
   c. How do people contact the organization? ____________________________
   d. What is the procedure for record adjudication? __________________________
   e. What kinds of records do they not certify? ________________________________

4. Complete this paragraph about the “Guinness Book of Records.” Use the true cognates in Spanish as a guide to fill in the blanks with the corresponding word in English.

   Obtaining a world record is not a long ____________________. People write to the Guinness World Organization to tell them about their __________________. The Adjudication team members _________________ the type of record. If it satisfies all the requirements, they give the person or the organization an _________________ record that allows them to have the Guinness World Record ________________ and logo. Sometimes the adjudication teams do not find some proposals _________________. For example, when they involve animal cruelty or bodily harm in individuals.

5. Writing. Use the letter on the left to write a similar petition for a record with your own ideas.

   **Word Bank**
   - idea
   - proceso
   - licencia
   - verificar
   - instantáneo
   - acceptable

   Guinness World Records Limited
   3rd Floor, 184-192 Drummond Street,
   London,
   NW1 3HP, United Kingdom.
   Dear Adjudication Team,
   
   _____________________________________________.
   (personal information)
   
   _____________________________________________.
   (reasons for writing)
   
   _____________________________________________.
   (give examples of your achievements)
   
   I look forward to hearing from you.
   Sincerely,
   Luis Sánchez
Lesson 4
Finding One’s Match

1. Read the letter and complete the statements below. Guess the meaning of the expressions from the context. Then listen and check.

Dear mom,
I want to thank you for the football you sent William on his birthday. Now he is thirteen and is a class act in his soccer practice; his skills with the ball are really good. In school he is doing fine; he is one of the most intelligent students in his class. Moreover, he claims he is going places in his studies. He is now very good with numbers, reads very fluently and gets excellent grades. He says his teachers tell him he is head and shoulders above his class, as all his answers are right. We always talk to his teachers because we want him to stay out of trouble and behave well. Most teachers say he does. They say it is difficult to find his match in most class activities. Most of his classmates do not do so well in their subjects. We should not be this proud of our son, but he does like his school these days. Sometimes we wonder if the school is not in his league. You know he does everything apparently without much effort; he definitely needs a challenge.

Love,
Emma

a. To be a class act...
   1. To be really good
   2. To have a good show
   3. To be the worst

b. To go places...
   1. To travel a lot
   2. To be successful
   3. To be unstable

c. To be head and shoulders above...
   1. To be taller
   2. To have less talent
   3. To be the best

d. To find one’s match...
   1. To find an opponent
   2. To find somebody with equal talent
   3. To find a good friend

e. Not to be in one’s league...
   1. To be better
   2. To compete against others
   3. To be of inferior quality

2. Complete these dialogs with the idioms.

Conversation 1
A: What do you think of Shakira?
B: Well, she is ____________________.

Conversation 2
C: Can we compare the Olympic Games with any other sport tournament?
D: Well, there is not a tournament like the Olympic Games. Other tournaments are ____________________.

Conversation 3
E: I am really tall. I want to join the basketball team.
F: Certainly, you’ll ____________________.

Conversation 4
G: Rafael Nadal is one of the best tennis players in the history of tennis. He is the number one player today.
H: I know. He is definitely ____________________ the rest.

Reflect on Values

| I value other people’s talents. | Always | Sometimes | Never |
| I work towards excellence.     |        |           |       |
| I recognize the value of achievement. | | | |
1. Discuss your experience.
Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively
- listen to others
- help one another
- take on responsibilities
- do the activities

2. Profile Writing

Profiles are biographical pieces of information about people. However, they require more information than the usual personal details about people’s lives. Moreover, they have to be interesting so that the reader wants to know more about the people you want to profile.

A profile has to show the personality of the person. You can add some short stories or anecdotes. You also want to show the very best of a person, so you should pay special attention to the adjectives you use.

Be careful, don’t exaggerate with the use of superlatives. Readers don’t like when people are head and shoulders above the rest. Finally, be very honest with the information you are giving. People may find erroneous information and doubt people’s sense of integrity.

3. Read the profile. Mark the items the writer took into consideration (yes/no) and the lines where you can find them.

Daniel Jacob Radcliffe was born on July 23rd, 1989 in London, England. He became an actor very early in his childhood. He reached stardom with his role as the young magician Harry Potter in 2001. Recently Daniel participated as an actor in a play in a London West End theater. He got very good reviews on his acting. He says that his favorite Harry Potter book is *Harry Potter and the prisoner of Azkaban*. Daniel is one of the richest young actors in England, but he is also one of the most generous as he donates money to different charity organizations regularly.

Profile Checklist

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Biographical information</td>
</tr>
<tr>
<td></td>
<td>Interesting facts</td>
</tr>
<tr>
<td></td>
<td>Appropriate use of adjectives</td>
</tr>
</tbody>
</table>

Give your Presentation

- Summarize the main facts about your celebrity.
- Use adjectives in their comparative or superlative forms to describe your celebrity.
- Find interesting or new ideas about the person you are profiling.

Useful Expressions

- Our celebrity is ... He/She is tall/short/young/old
- He/She is the... He/she became famous as a...
Play with your partners:
- The first one to reach the end of the journey wins.
- Toss a coin to move your counter on the grid.
- If your answer is incorrect, you miss a turn.

6,962 m is the height of:
- Mount Everest
- Kilimanjaro
- Aconcagua

Which one of these idioms means to be successful?
- to be a class act
- to find one’s match
- to go places

What is the most expensive city in Europe?

Which country is the most popular destination for business meetings?

Who is one of the most famous actors in the “Harry Potter” movie series?

Which is the most peaceful country in the world?

Which country has the cleanest air?

What is the tallest mountain in the world?

What is the largest city in your country?

Which is the hottest planet in the Solar System?

Is a day longer on Venus or the Earth?

Give the missing adjective here:
- Good
- ________
- Best

Make a comparison with:
- expensive.
- high.
- hot.

Is the word popular a true or a false cognate?

Which is the biggest?
- Mercury
- Earth
- Saturn

How old is a class act.

Give an example with:
- to be a class act.

Which river is longer, the Amazon or the Nile?

Which is the oldest city in your country?
Quiz Time

1. Complete the paragraph with the comparative or superlative forms of the adjectives under the lines.

The Guinness World Records recently announced a list with the ____________ (new) additions to the records this year. Earlier in the year a Chinese man claimed he was the ____________ (tall) person on Earth, but a Mexican businessman proved he was ____________ (tall) than the Chinese guy. Something similar happened to a Brazilian girl who said she was the ____________ (tall) person in the world, but the World Records adjudication team found a Venezuelan boy who was ____________ (tall) than the Brazilian girl.

2. Read the information about these cities. Then write comparative or superlative sentences. Use the 
Word Bank.

- large
- small
- old
- young

Buenos Aires, Argentina
Area: 202 km²
Population: 2,891,904
Date Foundation: February 3rd, 1536.

Lima, Peru
Area: 2664 km²
Population: 7,605,742
Date Foundation: January 18th, 1535.

Santiago, Chile
Area: 641 km²
Population: 5,428,590
Date Foundation: February 12th, 1541.

Word Bank
- large
- small
- old
- young
- interesting
- popular
- attractive

3. Complete the paragraph with the idioms in this unit. Use the Word Bank.

Usain Bolt is a Jamaican athlete with an impressive career as a sprinter. From a very early age he was a ____________ (new) when he first showed his running talent. He was always ____________ (attractive) his running companions. In 2004, he became a professional sprinter and started breaking records. In 2008, he participated in the Olympic Games in Beijing, did not ____________ (tall) as he won three gold medals in sprinting events. People consider him an amazing runner, and they say other runners are not ____________ (short) (d). He does not want to retire yet. He feels he can still ____________ (popular) in his career.

Word Bank
- To be a class act
- To go places
- To be head and shoulders above
- To find one’s match
- To not be in one’s league

Self-Evaluation

Now I can...
- Talk about and compare landmarks such as mountains, cities and countries.
- Write a profile of a sports celebrity.
- Use graphic organizers to summarize key information from a reading.

Very Well  OK  A Little
Glossary

A-E

adjudication: n. the act of solving a legal dispute. The court will adjudicate our rights to protest. amazing: adj. causing an unexpected reaction in a person (syn. astonishing, stunning; ant. boring, unimpressive)
clerk: n. a person whose job is to sell goods or services in a store. The clerk sold us the most recent collection of encyclopedias.
cognate: n. words that have similar spellings in two languages, but their meanings may or may not coincide. In the first case, one can talk about a true cognate or when the meanings do not coincide, a false one.
customer: n. a person who buys goods or services from a business (syn. buyer, consumer; ant. seller, vendor)
diameter: n. measurement of the distance through the center of something from one side to the other.

Everest: n. the highest mountain above the sea level in the world with a height of 8,848 m. It is located in the Himalayas on the border between China and Nepal.

F-J

fulfill: v. to do or perform as an act of duty (syn. satisfy). The director fulfilled his promise and gave us a day off.
Gold frog: n. the smallest frog in the Southern hemisphere. It measures 9.8 mm. It can be found in the Brazilian rainforest.

Guinness Records: n. the world’s most famous organization in charge of recording amazing facts and activities from people around the world. The Guinness Records organization published a list with the most recent sports achievements.

K-O

Kilimanjaro: n. the highest mountain in Africa with a height of 5,895 m. It is located in the north of Tanzania.

landmark: n. an important structure or location that marks a particular place. The Eiffel Tower is the most famous landmark of Paris.

P-Z

profile: n. brief set of data to represent the characteristics or descriptions of a person or a product. I updated my Facebook profile this morning.
record: n. an official proof of top performance. The officials adjudicated the record to the baseball player.
requirement: n. a condition or requisite necessary for something to happen (syn. requisite, demand; ant. nonessential)

Colloquial Expressions

To be a class act: To be good at something.
To go places: To be successful at one activity.
To be head and shoulders above: To be superior to other members of the same kind.
To find one’s match: To find somebody with equal talent or quality.
To not be in one’s league: To be of inferior or lower quality.
I’ll go for…: I’ll choose...
Here you are: Take it.
Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Example:

0. The man went on vacation to...

A Brazil  B Argentina  C Ecuador

1. He visited...

A Sao Paulo  B Rio de Janeiro  C Brasilia

2. You must come to Brazil in...

A February  B May  C June

3. Maracanã is the largest...

A Swimming pool  B Sports Center  C Stadium

4. The man also went to...

A Santiago  B Buenos Aires  C Lima

5. The city is the most...

A interesting  B popular  C expensive

Reading

Read the text below. Select the correct form of the verb for each space. Mark the best word (A, B, C) for each space.

I think swimming is the (0) __________ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) __________ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) __________ try all sorts of sports at a young age; it seems to be the best way of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) __________ in class. In addition, my trainer was the (9) __________ demanding person in the world. For example, he always made me train with kids who were (10) __________ than I for a couple of years. I (11) __________ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (13) __________ advice any student can hope for. My karate lessons were probably the (13) __________ interesting experience in my life when I was younger.

0. more  most  best

6. shorter  shortest  short

7. have to  must  should

8. short  shorter  shortest

9. more  most  worst

10. oldest  old  older

11. should  have to  must

12. good  better  best

13. most  more  better
Writing

Write a description of a hobby or a free time activity you enjoy.

- What the activity is about
- Give advice for new people
- Talk about some rules to consider

Your description has to be between 30 and 45 words.

Speaking

Candidate B

You still don't know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.

- Tell me more about this vacation plan in Buenos Aires.
- Where can I stay?
- How much does it cost to go to a hotel?
- What should I do?

Candidate A

You have an advertisement about a vacation destination. Answer candidate B’s questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

Buenos Aires: The city and the countryside in one package

We offer you

- The best hotel accommodation: single rooms, suites, luxury suites.

<table>
<thead>
<tr>
<th>International hotel</th>
<th>La Pampa Suites</th>
<th>La Plata Suites</th>
</tr>
</thead>
<tbody>
<tr>
<td>US $50</td>
<td>US $100</td>
<td>US $200</td>
</tr>
<tr>
<td>single rooms</td>
<td>suites</td>
<td>luxury suites</td>
</tr>
<tr>
<td>suites</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The most exciting tours of the city and a special trip to La Pampa.

<table>
<thead>
<tr>
<th>City tour</th>
<th>City and the countryside</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 museums</td>
<td>3 museums and a visit to a traditional “Estancia”</td>
</tr>
<tr>
<td>Botanical garden</td>
<td></td>
</tr>
</tbody>
</table>

- Ride horses and spend a day as a real “Gaucho.”

- Tours to the most famous landmarks in Buenos Aires: Palermo, La Bombonera, Plaza de Mayo

A word of advice:

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.
**General Objective**
You will be able to talk about career choices and occupations.

**Communication Goals**
You will learn how to
- talk about occupations and professions.
- make predictions regarding career choices.
- read graphs and tables to help your reading comprehension.

**CLIL**
- Unusual Occupations
- Career Choices
- The Job Market
- Creative Thinking

**Vocabulary**
- Vocabulary related to jobs and occupations
- Complex nominals

**Grammar**
- Compound words
- Future tense predictions and decisions with “will”
- Future plans with “going to”

**Idioms and Colloquial Expressions**
- To be a number cruncher
- To be the cream of the crop
- To call it quits
- To learn the ropes
- To think out of the box
- To have a sweet tooth

**Discuss:**
- What are you going to study?
- What career choices will you consider?
- Are you going to study a profession in medical science, technology, architecture?

**Project**
A Poster Presentation
You’ll make a group poster presentation of a career or an occupation.
1. Number the following jobs. Give 1 to the strangest and 4 to the most common.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Odd Job or Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dog walker</td>
</tr>
<tr>
<td></td>
<td>snake milker</td>
</tr>
<tr>
<td></td>
<td>Braille translator</td>
</tr>
<tr>
<td></td>
<td>toy designer</td>
</tr>
</tbody>
</table>

2. Listen to the conversations and tick (✓) what each person does.

<table>
<thead>
<tr>
<th>Person’s Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>a. ✓ snake milker</td>
</tr>
<tr>
<td>Mary</td>
<td>a. □ book reader</td>
</tr>
<tr>
<td>Nancy</td>
<td>a. □ game designer</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>a. □ dog trainer</td>
</tr>
</tbody>
</table>

3. Listen to the conversations again and complete.

a. A snake milker milks _snakes_ to get their poison and make antidotes.

b. A Braille translator translates symbols into the ______ system for blind people to read them.

c. A toy designer designs new _______ for children and adults.

d. A dog walker walks _______ when their owners cannot do it.

4. Match each advertisement with the corresponding occupation. Use the Word Bank.

a. Experienced person in technology is required. Candidate will create solutions for new software problems.

b. Person experienced in media is needed.
   - movie making
   - documentary production

c. Applicants for this job must certainly have a sweet tooth.
   - diet specifications will be determined

d. Looking for very well organized people
   - special attention to details
   - big events

Key Expressions

* have a sweet tooth: to be willing to eat all sorts of candies and sugar

Vocabulary Strategy

Discriminate word parts to find the meaning of a compound word.

Listening Strategy

Listen for detailed information by playing an audio two or three times.

Word Bank

- movie director
- computer programmer
- ice-cream taster
- party planner
What do you think of being a movie director?
I think being a movie director is really exciting/boring/interesting because you...
In addition, you...

What about you? What job do you like?
I think being a __________ is __________.
Because you...
In addition, you...

• flexible hours
• write reports
• test new computer software

• flexible hours
• follow a special diet
• go to special events
• eat a lot of ice-cream

• work on weekends
• excellent pay
• plan events

• flexible hours
• excellent pay
• special job offer for animal lovers

What do you think of being a movie director?
I think being a movie director is __________.
Because you...
In addition, you...

Yes, you are right! It is definitely very interesting.

That seems to be very interesting!
You work flexible hours.

In addition, you work with the most famous actors and actresses!

Project Stage 1
• Get together with your friends. Agree on a career or occupation you want to present to your class.
E.g. I think being a party planner is a really interesting job.
In my opinion, being a movie director is the most exciting job.

Speaking Strategy
Build conversations using sets of ideas or formulaic expressions as cues.

5. Find 8 occupations in the word search. Pay attention to the -er/or word endings. Use some of the words for the job descriptions in activity 6.
Lesson 2
Career Choices

1. Label the pictures. Use the Word Bank.

2. Listen to the dialog and complete it. Then complete the grammar chart.

Alicia: Do you have the results of my career orientation tests, Dr. Peters?
Dr. Peters: Yes, I do. They are really interesting. You will not be a ____________, (a) as you were thinking.
Alicia: What do you think I should study?
Dr. Peters: You did really well in math and technology. You will probably have a future as a ____________, (b) or ____________, (c)
Alicia: My mom is a class act in architecture, but I will not follow her lead, definitely. My dad is a doctor, so I’ll think of something related to medicine.
Dr. Peters: Will I see you at the hospital some day?
Alicia: I’ll apply for medical school, so I become a ____________, (d), but I won’t work in hospitals with patients, definitely.

Reflect on Grammar
Future Predictions and Decisions

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will = I’ll...</td>
<td>I will not = I won’t</td>
<td>Will I...?</td>
</tr>
<tr>
<td>You will...</td>
<td>You will not...</td>
<td>Will you...?</td>
</tr>
<tr>
<td>He/she/it will...</td>
<td>He/she/it will not...</td>
<td>Will he/she/it...?</td>
</tr>
<tr>
<td>We/they will...</td>
<td>We/they will not...</td>
<td>Will we/they...?</td>
</tr>
<tr>
<td>Alicia will probably</td>
<td>Alicia will not</td>
<td>Will</td>
</tr>
</tbody>
</table>

The future tense uses will to make predictions or announce decisions. Use won’t = will not in negative sentences.

Use adverbs such as definitely, absolutely, or probably to state the probability of your predictions or decisions.

Time expressions for future predictions and decisions:
next summer - next year - someday - in the future - soon

3. Ask three classmates about the career they find interesting to follow.

You: What will you probably study in the future?
Your partner: I will probably study...

Classmate’s Name | Career Option
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key Expressions
To follow someone’s lead: to imitate.
To be a class act: to be successful.
4. Complete these sentences using the forms of will and the verbs in parentheses.
   a. It's raining really hard. I doubt I ________ (be) at the park for tonight's concert.
   b. ________ you ________ (come) to the party? Do not worry. I ________ (be) there.
   c. Mary phoned in the morning because she missed her flight. She ________ (not-come) tomorrow.
   d. David and Samuel are really good at science. They ________ (study) engineering, definitely.
   e. ________ Helen ________ (call) us after her biology test as she promised?

5. Listen to the dialog, fill in the blanks and practice with your partner. Then complete the grammar chart.

A: Congratulations on your high school graduation, you ________ in college for the next few years!
B: Thank you. I ________ for this term.
A: What are your plans for the semester?
B: I ________ for all classes, but will probably take some courses. What about you?
A: I ________ architecture next fall. I already registered for the semester. Do you know anything about David? Is he going to study robotics engineering?
B: Yes, he is. He ________ a robotics engineer.

Reflect on Grammar

Future Plans
Affirmative
Anne is ________ in college.
Maria is ________ for all classes.
Questions
David ________ robotics engineering?

Express future plans with going to. For predictions, the choice of going to over will is based on the presence of evidence.

6. Look at the pictures and write the plans these people have. Look at the information in the chart. Make affirmative, negative and interrogative sentences for each person.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td><strong>Affirmative</strong></td>
<td><strong>Affirmative</strong></td>
<td><strong>Affirmative</strong></td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td><strong>Negative</strong></td>
<td><strong>Negative</strong></td>
<td><strong>Negative</strong></td>
</tr>
<tr>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
</tr>
<tr>
<td></td>
<td><strong>Questions</strong></td>
<td><strong>Questions</strong></td>
<td><strong>Questions</strong></td>
</tr>
</tbody>
</table>


Nancy is going to study architecture.

Marcia: N1-Q2-A2

Martin: A3-Q1-N3

Project Stage 2

• Once you have chosen your career, determine some predictions or plans people need to consider to make their choice.
E.g. You will find many opportunities as a computer programmer. People use computers for everything.
A recent prospective study of job preferences shows what 18,000 high school students will choose as their careers based on the job market in the future. The results indicate the 15 most attractive professions, the 5 best choices among recent high school graduates, and the least favored professions among the 15,000 participants’ selections. The information also shows that careers related to food preparation and service will be the most favorite with 60% popularity among the participants. The second favorite job family will be sales and advertising with 30%. Personal care and service will be the third option with 10%; however, it is part of the ranking of the most attractive professions that young people are going to study after they finish high school.

Among the best choices participants will select, it is very important to mention that architecture will be the top one with 40%. The next best option will be robotics engineering with 30%. Surprisingly, medical science will be the third with 15% in people’s best choices. The least favored professions are careers in jobs such as computer analyst with 10% and protective services such as fire fighters and police officers with only 5%.

1. Match the careers on the left with the job family on the right.

<table>
<thead>
<tr>
<th>Career</th>
<th>Job family</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. computer programmer</td>
<td>health care and investigation</td>
</tr>
<tr>
<td>b. medical researcher</td>
<td>building and house maintenance</td>
</tr>
<tr>
<td>c. movie director</td>
<td>systems analyst</td>
</tr>
<tr>
<td>d. landscape architect</td>
<td>arts, media and entertainment</td>
</tr>
<tr>
<td>e. robotics engineer</td>
<td>robotics design and electronics</td>
</tr>
</tbody>
</table>

2. Listen to the reading. Use the information in the paragraphs to complete the graphs.

Job Families and The Market

- Total participants: 18,000
- The most attractive professions
- The best choices
- Participants’ selections

- 40%
- 30%
- 15%
- 10%
- 5%

- Food preparation and services
You may give advice so that people fulfill their predictions successfully. E.g. You will encounter a lot of mathematics as a computer programmer. You should get a professional calculator.

3. Select the answer that best matches the reading passage.
   a. Food preparation is one of the most...
      - 1. interesting career options
      - 2. attractive career options
      - 3. lucrative career options
   b. Three out of ten people will choose...
      - 1. food preparation as their career
      - 2. personal care and service as their career
      - 3. sales and advertising as their career
   c. Out of ten people, ____________ will choose a career in personal care and service.
      - 1. one
      - 2. two
      - 3. three
   d. Both ____________ and ____________ will make up 70% of people's best career choices.
      - 1. medical science / protective services
      - 2. computer analyst / architect
      - 3. architecture / robotics engineering
   e. ____________ people out of ten will consider architecture as their best career option.
      - 1. three
      - 2. four
      - 3. one

4. Read this career orientation test.

   **Career Orientation Test for Jonathan Burke**

   - Logical reasoning: 65%
   - Language skills: 20%
   - Social skills: 10%
   - Creative skills: 5%

   **Job families**
   - Logical reasoning: robotics engineering, computer analyst, computer programmer
   - Language skills: Braille translator, interpreter, teacher, journalist
   - Social skills: party planner, social worker, psychologist, communicator
   - Creative skills: movie director, landscape architect, artist, designer, dancer

5. Now write a career prospect for Jonathan based on his test results.

   **CAREER PROSPECT JONATHAN BURKE**

   Jonathan got 65% in logical reasoning, so he ______
   ____________________________
   (make a prediction)

   The second area was language skills. He ______
   ____________________________
   (state a plan)

   The score in the area of social skills was 10%. He ______
   ____________________________
   (make a prediction)

   If Jonathan wants to work in careers such as ______
   ____________________________, he must work hard on his creative skills.

   **Writing Strategy**
   Develop texts following key concepts or ideas to focus the content of the message.
1. Read the profile. Pay attention to the idioms in color.

Dean L. Kamen was one of the most important recent inventors; he was the cream of the crop with the newest ideas about transport. Kamen went to college, but he did not stay there for a long time. He decided to call it quits to starting working on his own ideas. He eventually learned the ropes of inventing with many amazing creations. This inventor is famous for "reinventing the wheel" as he created a vehicle called Segway™. His creation is a good example of Kamen's genius; he used to think out of the box in the search for new inventions. Kamen was a number cruncher because of his many talents in mathematics. His calculations helped him to patent many of his inventions.

2. Select the definition that best replaces each idiom in the profile.

a. was the cream of the crop in line 3 can be replaced with...
   1. was the least important person
   2. was the most famous person
   3. was the richest person

b. to call it quits in line 7 is...
   1. to call someone from home
   2. to put an end to an activity
   3. to begin an activity

c. learned the ropes of in line 9 is...
   1. learned how to do something
   2. learned how to do a job correctly
   3. learned how to teach something

d. to think out of the box in line 15 is...
   1. to think aloud
   2. to think creatively
   3. to think carefully

e. a number cruncher in line 17 is a person who...
   1. works poorly in mathematics
   2. has a hard time with numbers
   3. is good at numbers and calculations

3. Look at these famous inventors or creative thinkers. Use the idioms to rewrite the idea.

Joanne Rowling
Melinda Gates
Steve Jobs
Toru Kumon

She is __________ among the most humanitarian women in the world.

His company had technological innovations every year. He was the kind of person who __________

J.K. Rowling __________ of writing and created the famous Harry Potter book series.

Kumon created his famous math academies. People who study there become __________

Reflect on Values

- I value other people’s abilities and talents.
- I show respect towards other people’s choices.
- I see the value of all careers and occupations in society.

Always  Sometimes  Never

Gap Activity

Student A goes to page 90.
Student B goes to page 92.
1. **Discuss your experience.**
   Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

   - participate actively
   - listen to others
   - help one another
   - take on responsibilities
   - do the activities

2. **Poster Presentations**

   A poster presentation is an oral production which is very similar to writing a text, so you need to make an introduction, a body and give conclusions.

   In the introduction you can talk about the title of your poster, why you chose it and what it represents, and how you organized your poster, that is, if you used columns from left to right, or other forms of organization.

   In the body of your talk you can explain the contents of your poster, that is, talk about the career you chose as your subject. At that moment you can talk about your predictions for such a career or occupation.

   In the conclusion, you could mention the advice you may give to those people who might get interested in such a career or occupation, as well as state what you learned through doing the activity. In the conclusion you can also mention any final considerations about making visual aids to communicate ideas, which in this case is the poster.

3. **Answer the following questions.**
   a. How many parts does an oral production have? Why?
   b. What can you talk about in the introduction?
   c. What can you talk about in the body?
   d. What can you talk about in the conclusion?

---

**Useful Expressions**

- I/We think “X” is the career of the future... It will... because...
- Young people are going to...
  In this field, you must/have to...
- As a professional in “X,” you will...
  You should...
1. Milan, Ohio, USA, 1860. Why are you so happy?
I created a new toy. I am going to be an inventor.

2. Later that day at the train station...
I am going to sell them on the train. People will have something to read, and I will have more money.

How are we going to count all these votes?
I have this machine that will count the votes for you.

This is my workshop. Now I will have time to work on my ideas and inventions.

5. Edison’s workshop, August 1877.
This phonograph will help people record their voices and music.

6. Edison’s workshop, August 1879.
Bulb light will give people longer days.
I will do more things at night now.
### Quiz Time

1. Complete the advertisements. Use the Word Bank.

<table>
<thead>
<tr>
<th>A ____________ is required for a company’s line in children’s products and entertainment.</th>
<th>A ____________ is needed for a new construction project in the city.</th>
<th>An educational company needs a ____________ to make its product accessible to blind people.</th>
<th>A ____________ is needed to design special effects software for a new movie company.</th>
</tr>
</thead>
<tbody>
<tr>
<td>landscape architect</td>
<td>movie director</td>
<td>Braille translator</td>
<td>toy designer</td>
</tr>
</tbody>
</table>

### Word Bank

- landscape architect
- computer programmer
- movie director
- Braille translator
- toy designer

### 2. Underline the appropriate words in the future tense in the paragraph.

Mark is a young boy in his last year of high school. He studied several career options. He thinks technology is the future, so he (is going to – will) probably look for options in robotics or artificial intelligence. In fact, he (is going to – will) register for an introductory course on robotics at the university next week. After the course, he (is going to – will) decide on his future as a university student. But first, he (is going to – will) travel around some countries during the summer. He has a travel plan to visit some countries. Mark also thinks his future (is going to – will) be in a field related to human relationships because he is good with people. He taught mathematics to teens in high school. As a result, he (is going to – will) probably study human sciences together with technology.

### 3. Complete the dialogs with the idioms in the Word Bank.

**Conversation 1**

Peter: What are you going to study?
Mike: I am a ____________, so I will do something with mathematics.

**Conversation 2**

Mary: Will you study fashion design?
Anne: I still don’t know, but it has to be something creative. You know me; I like to ____________. 

**Conversation 3**

Josh: Did you finish your training in music production?
Mike: I certainly did. I ____________ of music production. As a result, I am going to start my own record company.

**Conversation 4**

Patricia: Did you hear about Nicole?
Melanie: Yes, I did. She studied with ____________ in medical science. She is now a famous researcher.
Patricia: Well, she had the best professors.

### Self-Evaluation

Now I can...

- Talk about some professions and occupations.
- Write a career prospect.
- Use graphs and tables to aid reading comprehension.

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Glossary**

**A**
- **advertisement**: n. a message used to promote a particular product or service. *The movie advertisement is in the newspaper today.*
- **analyst**: n. a person whose work is to conduct analysis. *The analyst evaluated the business results.*

**C**
- **career**: n. a particular field of study or work. *He had a successful career in medicine.*
- **computer programmer**: n. a person who runs and tests programs for computers.
- **console**: n. an electronic device used to run games on screens such as television sets.

**D**
- **documentary**: n. a movie that is intended to show evidence of a particular view of reality.
- **disease**: n. a condition of organism (syn. illness, ailment; ant. wellness, health)

**H**
- **health**: n. general condition of the body. *The doctor said she was in good health.*
- **hire**: v. to give somebody a job or contract. *They hired him as a medical researcher.*

**M**
- **maintenance**: n. the act of maintaining something in good condition.

**O**
- **occupation**: n. a particular activity people do as a way of living.
- **odd**: adj. different from the usual (syn. strange, weird; ant. common, normal).

**P**
- **party planner**: n. a person whose job is to be in charge of preparing social events such as weddings.
- **poison**: n. a substance whose chemical components cause bad reactions in people’s bodies or even death. *The poisonous snake bit a tourist guide.*

**T**
- **translator**: n. a person who transfers sets of symbols into others.

**Colloquial Expressions**
- **To be a number cruncher**: to be good at numbers.
- **To be the cream of the crop**: to be the best in an activity.
- **To call it quits**: to put an end to an activity.
- **To learn the ropes**: to do a job correctly.
- **To think out of the box**: to think creatively.
- **To have a sweet tooth**: to be willing eat all kinds of sweets
- **To follow someone’s lead**: to imitate, to replicate somebody’s idea.
- **out of**: a number indicating choice or selection from a group.
General Objective
You will be able to talk about people and their achievements.

Communication Goals
You will learn how to
• talk about achievements.
• describe people’s personal characteristics and abilities.
• use reference words to aid reading comprehension and achieve cohesion in writing.

CLIL
• Inspiring Young People
• A Life of Achievements
• Inspirational Lifelong Learners
• Success Stories

Vocabulary
• Vocabulary related to achievements
• Words about personal characteristics and abilities

Grammar
• Present Perfect tense
• Time Expressions with the Present Perfect tense
• Past Participle forms of regular and irregular verbs

Idioms and Colloquial Expressions
• Back to square one
• To have come a long way
• It will never fly
• A moment of truth

Project
Nobel Prize Timelines
You’ll work in groups to make a timeline presentation of a Nobel Prize winner in any field.

Discuss:
• What are your lifetime goals?
• How can you become an example for younger people?
• Have you met people who are inspirational?
Lesson 1

Inspiring Young People

1. Listen to the description of these people's lives and achievements and write their names.

• Ericka
• Samantha
• Tom
• Bert
• Mathew

2. Listen again and write on each card the initial of the corresponding person (B, S, E, T, M).

Listening Strategy
Look at images to activate your previous knowledge. It helps to anticipate the content of what you will listen to.

Vocabulary Strategy
Associate words with pictures to remember them better.

Key Expressions
Whiz-kid: A young person whose career advances quickly.

Pronunciation
If a word ends in a consonant and the next word begins with a vowel, the two sounds will occur together.

win a trophy
win a medal
win a tournament

intelligent
sensitive
artistic
musical
sporty
creative
social

Unidad 6

Unidad 6

Unidad 6

Unidad 6

Unidad 6
I was very creative. I always liked the cinema. Moreover, I have enjoyed movies all my life. I like good stories.

What were you like as a child, Mr. Spielberg? Were you creative as a young boy?

- Get together with your friends. Agree on a Nobel Prize winner in a specific field. E.g. I think our timeline should be about a scientist. Marie Curie was very intelligent and creative.

<table>
<thead>
<tr>
<th>Inspiring teen</th>
<th>Personality</th>
<th>Ability/Talent</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tom</strong></td>
<td></td>
<td>music</td>
<td>He has been a solo performer for his orchestra in some concerts.</td>
</tr>
<tr>
<td><strong>Bert</strong></td>
<td>sensitive</td>
<td></td>
<td>He has worked as a volunteer for seven years.</td>
</tr>
<tr>
<td><strong>Mathew</strong></td>
<td></td>
<td>analytical</td>
<td></td>
</tr>
<tr>
<td><strong>Ericka</strong></td>
<td></td>
<td>sporty</td>
<td></td>
</tr>
<tr>
<td><strong>Samantha</strong></td>
<td>intelligent</td>
<td></td>
<td>She has sold her designs to some famous designers in Europe.</td>
</tr>
</tbody>
</table>

a. Tom has played the saxophone all his life.

b. Bert has been a very creative person all his life.

c. Ericka has been curious about trains.

d. Mathew is very competitive.

e. Samantha is a very social person.

4. Follow the model to create dialogs about your personality, abilities/talents and achievements.

<table>
<thead>
<tr>
<th>You</th>
<th>Your Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>What were you like?</td>
<td>I was...</td>
</tr>
<tr>
<td>What are you like?</td>
<td>I am...</td>
</tr>
<tr>
<td>Abilities/ talents</td>
<td></td>
</tr>
<tr>
<td>What are you good at?</td>
<td>I am good at...</td>
</tr>
<tr>
<td>What are your abilities?</td>
<td>I can...</td>
</tr>
<tr>
<td>Achievements</td>
<td></td>
</tr>
<tr>
<td>Have you won a medal/trophy?</td>
<td>Yes, I have.</td>
</tr>
<tr>
<td>But I have...</td>
<td>No, I have not.</td>
</tr>
</tbody>
</table>
Lesson 2

A Life of Achievements

1. Listen to the conversation and fill in the blanks. Use the Word Bank below. Then complete the grammar chart.

Alan: Can I see those pictures on your table?
Patricia: Sure. This is me when I was eight. I have taken pictures of all my activities.
Alan: You were an athlete, then.
Patricia: I have practiced since I was little.
Alan: Have you participated in tournaments yet?
Patricia: Actually, I have. I won a tournament when I was ten. This is me when I received my trophy.

2. Complete the chart with the past participle form of the verbs.

### Reflect on Grammar

**Present Perfect**

Affirmative

![Grammar Chart](image)

**Questions**

Have you in tournaments yet?

Has she in tournaments yet?

Add the word *not* for negative ideas.

**The Present Perfect tense expresses that an event began in the past and is still occurring in the present or has consequences or effects in the present or that an event has occurred repeatedly over a period of time.**

**Simple Past:** I won a table tennis tournament when I was ten.

**Present Perfect:** I have won table tennis tournaments all my life.

The verbs in the Present Perfect take their past participle form.

### Pronunciation

Some past participles have similar spellings and similar pronunciation.

- bought
- caught
- ridden
- written
- thought
- taught
- spoken
- spoken
- stolen
3. Complete the following paragraph with the Simple Past or the Present Perfect. Use the verbs in parentheses. Then listen to confirm.

Selena Gómez was born in 1992. Since she was a little girl, she **show** has shown an enormous talent for acting. First, she **take** (a) a job on a show called *Barney and Friends* in 1999. She **be** (b) on different television shows for the last five years. She **receive** (c) some awards such as the *Nickelodeon Kids’ Choice Award* for her role on the show *Wizards of Waverly Place*. Selena **show** (d) her abilities as a singer as well. She **record** (e) songs for her television shows. In 2008 she **start** (f) her band *Selena Gomez and the Scene*.

4. Look at these events in Selena’s life and decide if they occurred at a specific time in the past (P) or if they establish a relationship between the past and the present (PP).

a. Selena was born in 1992.
   - **P**

b. She took a job on a show called *Barney and Friends* in 1999.
   - **P**

c. She has been on different television shows for the last five years.
   - **PP**

d. She has shown her abilities as a singer.
   - **P**

5. Complete the following dialogs using the time expressions for the Present Perfect tense.

**Joseph:** How long have you practiced karate?

**Helen:** I have done it ________ three years.

**Helen:** How about you? Will you practice karate again?

**Joseph:** I have not practiced it ________ 2010. I had a serious accident that year. I will probably train again in a couple of months.

**Joseph:** Have you won any tournaments ________?

**Helen:** I have won two championships ________.

**Project Stage 2**

- Find all the information about your Nobel Prize winner. Categorize the information. E.g. *Rigoberta Menchú won the Nobel Peace Prize in 1992. She was born in Guatemala. She has worked for human rights.*
1. Do you know any of these personalities? Answer the following quiz about their professions.

a. George Washington was...
   1. a president of the United States
   2. a writer
   3. an inventor

b. Nikola Tesla was...
   1. an inventor
   2. a writer
   3. an athlete

c. William Gates is...
   1. an inventor
   2. a writer
   3. a president of the United States

d. Walt Disney was...
   1. an inventor
   2. a scientist
   3. a president of the United States

e. Quentin Tarantino is...
   1. an inventor
   2. a movie director
   3. a president of the United States

f. Florence Nightingale was...
   1. a writer
   2. a president of the United States
   3. a nurse

2. Read the text Lifelong Learners and write the name of the corresponding person in each paragraph.

What do Quentin Tarantino, Florence Nightingale, George Washington, Bill Gates and Nikola Tesla have in common? They accomplished great achievements in their lives, yet none of them got a formal education. Instead, they decided to follow their own ideas and projects.

George Washington was the first president of the United States. He did not have any formal education, but he enjoyed mathematics very much. In fact, he worked with his family as a surveyor, that is, a person who examines property such as houses and gives an evaluation to assess their value. Later in his life, he participated in the American war of independence against Britain and became president.

Florence Nightingale was a British woman who became a model for nurses around the world. She decided to help British soldiers who had war injuries, so she spent her life as a nurse. She also worked hard to have better hygienic conditions for patients in hospitals. Florence’s greatest achievement was the recognition of nursing as an important profession.

Nikola Tesla went to the university in Austria, but he did not complete his studies in engineering.

Tesla did a lot of reading and spent a lot of his time developing his ideas which he believed were visions for inventions or projects he had to do. Part of his fame was his personal competition with Thomas Alva Edison in the United States where he had moved to become an American citizen. Tesla’s achievement was the acquisition of patents for many of his inventions such as the first radio and radio transmission equipment for the military.

Bill Gates has been one of the most influential men of our times. He showed great abilities in computational skills since he was in high school. He went to Harvard University, but did not follow a specific career because he had various interests related to computer projects. He joined other colleagues at Harvard
3. Read these statements about the personalities in the readings. Write their names in front of each one of the statements.

a. He enjoyed mathematics very much. **George Washington**
b. He learned the ropes of movie making in a store.
c. She helped soldiers who had injuries.
d. He had very good computational skills.
e. He competed with Thomas Edison over their inventions.
f. The personalities in the reading were all Americans except _____________.
g. The personality that lived in the XVIII century was _____________.

4. Use reference words to link information in a reading.

1. **They** in line 2 refers to _____________.
2. **His** in line 6 refers to _____________.
3. **She** in line 8 refers to _____________.
4. **His** in line 14 refers to _____________.
5. **He** in line 19 refers to _____________.
6. **He** in line 25 refers to _____________.
7. **They** in line 28 refers to _____________.

4. Use reference words to link information in a reading.

5. Complete the paragraph about another personality who is alive. Use the appropriate reference words to complete the ideas in the text and finish with the Present Perfect tense.

_______________ (name) is an ________________ (nationality) Nobel Prize winner in ________________.

_______________ (subject pronoun) was born in ________________ (place) in ________________ (time).

_______________ (subject pronoun) developed ________________ (possessive adjective) career in ________________ (field). ________________ (name) began his/her career as a ________________ (profession).

Since ________________ (time) ________________ (subject pronoun) has ________________ (past participle) ________________ (complement).

---

**Project Stage 3**

- Organize the events of your Nobel Prize winner in order.
  E.g. *Rigoberta Menchú was born in Guatemala in 1959. As a child she helped her family on their farm. She became a political activist when she was a teenager.*
Lesson 4

A Moment of Truth

1. Listen and read this conversation about successful teens.

Anthony: Did you hear about Mary?
Emily: No, what about her?
Anthony: She has come a long way with her clothes designing.
Emily: Oh, yes, she has. Even though she has had to go back to square one with her designs.
Anthony: I remember she had a moment of truth with her business last year. She almost closed it.

Emily: It was definitely a very decisive moment. Sometimes people think their ideas will never fly.
Anthony: Yes, you are right. You have to believe that your ideas will be successful.
Emily: I have known Mary since she was a little girl, and she has always achieved her goals with flying colors.

2. Match the idiom on the left with the definition on the right.

<table>
<thead>
<tr>
<th>IDIOM</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to go back to square one</td>
<td>1. a decisive moment</td>
</tr>
<tr>
<td>b. to come a long way</td>
<td>2. be unsuccessful</td>
</tr>
<tr>
<td>c. will never fly</td>
<td>3. to start again from the beginning</td>
</tr>
<tr>
<td>d. with flying colors</td>
<td>4. achieve something with a lot of success</td>
</tr>
<tr>
<td>e. a moment of truth</td>
<td>5. progress a lot</td>
</tr>
</tbody>
</table>

3. Complete the sentences with the idioms in activity 2.

a. I ______________________ in my studies. I am going to graduate in a year.
b. The idea of sending men to Mars ______________________. Mars is really far from the Earth.
c. Journalists evaluated the athlete’s great performance ______________________.
d. We have an important exam tomorrow. We will have ______________________ to end our school year.
e. They will have to ______________________ with their party plans. They have cancelled the celebration. It will take place next month.

4. Talk with your partner about your school life.

Yes. I have my final exams next week. It is going to be a moment of truth.

Have you come a long way in your studies?

Reflect on Values

Always Sometimes Never

I value other people’s achievements.

I respect people’s ideas and projects.

I see the value of helping people who are less privileged.
1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively
- listen to others
- help one another
- take on responsibilities
- do the activities

2. Read and decide if the statements below are true (T) or false (F).

**Timelines**

- Timelines are visual representations of the most important events in a person’s life.
- The important dates are the turning points in a person’s life.
- Timelines are very useful in fields such as history.
- The organization of events takes intervals of time and labels important dates.
- Timelines can run on either a horizontal or a vertical axis.

1. Timelines show all events in a person’s life.
2. Timelines show the most important events in a person’s life.
3. Timelines can run only on a horizontal axis.
4. Timelines are very useful in fields such as history.

**Give your Presentation**

- Think of the main ideas about your Nobel Prize winner.
- Organize the events based on the most important turning points in a person’s life.
- Show the progression of events in the person’s life.

**Useful Expressions**

- Our Nobel Prize winner is/was... He/She was...
- He/She received the Nobel Prize in...
- He/She had abilities for... His/Her most important achievements are...
Play Time

Play with your partners. The first one to reach the end of the journey wins. Throw the dice to move your counter on the grid. If your answer is incorrect, you miss a turn.

1. Who has starred the Pirates of the Caribbean saga?
2. Who has played the Spiderman character in the first three movies?
3. Describe a city you have visited in your country.
4. What was Florence Nightingale’s lifetime achievement?
5. Mention one sport you have practiced for some time.
6. How long have you been in school?
7. This movie director has done the “Indiana Jones” movie sequel.
8. Talk about a movie you have seen recently.
9. Who was Thomas Alva Edison’s big competitor?
10. How long have you lived in your city?
11. Which American president enjoyed mathematics?
12. Which famous movie director started his career at a movie store?
13. Which team has been the soccer world champion five times?
14. Who has won a Nickelodeon Kid’s Choice Award for the show Wizards of Waverly Place?
15. Name two famous Latin American actors or actresses.
1. Complete the paragraph with the words from the Word Bank.

Word Bank
• intelligent • sensitive • curious • competitive • sociable

Anthony is a very _______________ (a) student; he gets good grades all the time. However, he does not pay attention to his grades. He is not very _______________ (b). He has many friends and is also very _______________ (c). People like him a lot because he understands other people’s feelings. He is definitely very _______________ (d). Many people agree that Anthony is really _______________ (e); he is always reading books and looking for a lot of interesting ideas.

2. Listen and complete the following paragraph.

Steven Spielberg is perhaps one of the most important movie directors of all times. He ___________ ___________ (a) in 1946. He went to the university in California where he studied for some time. He ___________ (b) his career as a director in 1969. He ___________ ___________ (c) many successful movies since that time. Some of his most famous movies are Close Encounters of the Third Kind and the Indiana Jones sequels. Recently he ___________ ___________ (d) in movies and television shows.

3. Complete the following sentences with these time expressions: for, since, yet, already.

1. Brazil has won five soccer world cups _______________.
2. Anna has practiced karate _______________ 1997.
3. The Guinness Records has conceded records _______________ almost sixty years.
4. Peter has not gotten his World Record Certificate _______________. He’ll get it in two months.
5. Anna has been a landscape architect _______________ twelve years.

Self-Evaluation

Now I can...

<table>
<thead>
<tr>
<th>talk about people’s characteristics and abilities.</th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk about people’s achievements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use reference words to aid reading comprehension.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use reference words as cohesive devices in paragraph writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-E

achievement: n. the result of important efforts in a particular area (syn. accomplishment, success; ant. failure, defeat).

description of a webpage or an image

analytical: adj. the ability to separate something into several component parts (syn. logical, rational; ant. illogical, irrational).

art: n. area of learning in the human sciences that is related to the production of aesthetic products.

axis: n. a straight line that establishes a division in a coordinate system.

chronological: adj. arrangement of events following a particular sequence of time. The history books show a series of events in particular chronological orders.

competitive: adj. a tendency or inclination towards competitions or challenges. Olympic athletes train hard to be competitive in the tournaments they participate.

F-J

hygienic: adj. showing clean or healthy conditions (syn. sanitary, aseptic; ant. unhygienic, unsanitary.)

interval: n. space between events (syn. separation, gap; ant. continuity).

K-O

lifelong: adj. continuity in an event or process. Thomas Alva Edison was a lifelong inventor.

P-Z

personality: n. person of fame and recognition (syn. celebrity, big name). Some personalities in the fashion industry attended the celebration last Friday.

sensitive: adj. being responsive to different stimuli (syn. susceptible, perceptive; ant. indifferent, unresponsive).

social: adj. inclined to be around others (syn. friendly, gregarious; ant. unsociable, unfriendly).

timeline: n. a graphic representation of dates and events.

turning point: n. a particular moment that shows specific changes in a series of events. Agriculture was one of the most important turning points in the history of mankind.

tournament: n. a sports competitions (syn. championship). The golf player came to the city and won the tournament.

volunteer: v. to offer one’s participation in a particular activity.

Colloquial Expressions

To go back to square one: to start again from the beginning.

Will never fly: to be unsuccessful.

With flying colors: to achieve something.

A moment of truth: a decisive moment.

To come a long way: to progress with great success.

Whiz-kid: young person whose career advances quickly.
**Test Training C**

**Listening**

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

**Example:**

```
Answers
A B C D E
```

<table>
<thead>
<tr>
<th>People</th>
<th>Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Margaret</td>
<td>A. toy designer</td>
</tr>
<tr>
<td>1. Joseph</td>
<td>A. computer programmer</td>
</tr>
<tr>
<td>2. James</td>
<td>B. research scientist</td>
</tr>
<tr>
<td>3. Emily</td>
<td>C. robotics engineer</td>
</tr>
<tr>
<td>4. Michael</td>
<td>D. medical researcher</td>
</tr>
<tr>
<td>5. Joshua</td>
<td>E. landscape architect</td>
</tr>
</tbody>
</table>

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

**Reading**

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

**Example:**

```
Answers
A B C D E
```

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0. This professional works with snakes to get their venom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. This person is in charge of all preparations for events such as parties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. This professional helps people with their dogs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. In this area of work, people need to be creative and be in touch with their inner child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. In this profession, people try different types of ice-cream.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

**Example:**

```
Answers
A B C D E
```

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. This professional works with snakes to get their venom.</td>
<td>snake milk e r</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. This person is in charge of all preparations for events such as parties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. This professional helps people with their dogs.</td>
<td>d e w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. In this area of work, people need to be creative and be in touch with their inner child.</td>
<td>t d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. In this profession, people try different types of ice-cream.</td>
<td>i c e c re a m</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. personality  
7. abilities  
8. working hours  
9. responsibility  
10. work on weekends  
11. salary  
12. salary  
13. salary  
14. salary  
15. salary  
16. begin  
17. done  
18. was  
19. be  
20. be

Mario Vargas Llosa ___________ in Arequipa, Perú in 1936.

- A. has born  
- B. was born  
- C. had born

He ___________ his career as a writer at the age of sixteen.

- A. begun  
- B. begin  
- C. began

Mario Vargas Llosa ___________ his university studies in Perú.

- A. done  
- B. does  
- C. did

He ___________ a writer most of his life.

- A. was  
- B. has been  
- C. will be
Choose the correct answer (A, B, or C) so that there is progress in the conversation.

19. What were you like as a child?
   A. I was very shy.  
   B. I liked music.  
   C. I was very short.

20. What were you good at?
   A. I liked arts.  
   B. I was an excellent tennis player.  
   C. I played the piano.

21. Did you win any tournaments?
   A. No, I have not.  
   B. Yes, I did.  
   C. Yes, I was.

22. Have you played tennis recently?
   A. Yes, I have.  
   B. No, I did not.  
   C. Yes, I did it last year.

23. What did you win?
   A. I won a medal.  
   B. I have won a medal.  
   C. I did not win.

24. What else did you do as a child?
   A. I played the guitar.  
   B. I bought a guitar.  
   C. I was a happy child.
STUDENT A

Both you and student B have information about some inventors and their inventions. Take turns to ask and answer information questions about these inventors or inventions. Ask what, when and where Gunpei Yoko and Samuel Fox invented something and complete the sentences below.

Gunpei Yoko created ______ in ______ in ______. (what) (where) (when)

Samuel Fox invented ______ in ______ in ______. (what) (where) (when)

Afterwards, student B is going to ask you some questions. Answer them based on the following information:

- William Morridge developed the first laptop computer in the United States in 1982.
- Levi Strauss invented blue jeans in the United States in 1873.

STUDENT B

Student B is telling you about his/her vacation. Ask him/her what he/she did on specific days or what he/she was doing at certain times (or while something else was happening). Write down the information.

E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?

1. On the first day ______

Then, change roles. Now you answer Student B’s questions based on the pictures.

E.g. On the first day I stayed in a cottage near a lake. OR On the second day in the afternoon I was riding a bike while my parents were swimming.
STUDENT A

Invite Student B to join the new sports center downtown. Make a dialogue for each possible activity. Follow the model.

A: Why don’t we join the new sports center downtown? I think there is nothing like that.
B: Well, yeah. I agree. But, what do you know about it? What is it like?

A: First, you have to choose an activity. What would you like to take up yoga, spinning, swimming or karate?
B: Well, what do you think about yoga?

A: Yoga is a great activity, but remember, you need time. You have to train a minimum of two hours a day.

STUDENT A

Student B is asking you questions about countries and cities around the world. Answer his/her questions then ask yours about countries and cities in South America. Use the following clues.

Countries: rich/poor, small/large.
Cities: expensive/cheap, dangerous/safe, exciting/boring.

Student A: What records are you looking for?
Student B: I am looking for the richest country in the world.
Student A: The richest country in the world is...

The United States is the richest country in the world.
The Vatican is the smallest country in the world.
Tokyo is the most expensive city in the world.
Baghdad in Iraq is the most dangerous city in the world.
Paris is the most exciting city in the world to visit.
The poorest country in the world is Zimbabwe.
The largest country in the world is Russia.
The cheapest city in the world is Harare in Zimbabwe.
The safest city in the world is Luxembourg in Luxembourg.
Brussels is the most boring city to visit in the world.
STUDENT B

Both you and student A have information about some inventors and their inventions. Initially, student A is going to ask you some questions. Answer them based on the following information:

- Samuel Fox invented modern umbrellas in England in 1852.

Afterwards, in your turn ask what, when and where William Morridge and Levi Strauss invented something and complete the sentences below.

William Morridge developed _________ in _________ in _________.

Levi Strauss invented _________ in _________ in _________.

STUDENT B

Student A is asking you about your vacation. Answer his/her questions about what you did on specific days or what you were doing at certain times (or while something else was happening) based on the pictures.

E.g. On the first day I swam in the sea. OR On the second day in the afternoon I was riding a bike while my little brothers were fishing.

1. On the first day ______________________________________

Then, change roles. Now, ask Student A about his/her vacation and write down the information.

E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?
STUDENT A

Student B will ask you some information about the career tests results of Helen, Mary and Marco. Use the graphs to answer.

Student B: Tell me about Helen. Will she be good at robotics engineering?
Student A: I think she will. She scored 45 in math skills and 10 in technological skills. Her social skills are good. I think she will be good at careers or occupations in social sciences.

Then, ask your questions about Patricia, Peter and George.
Each person wants a particular career: Patricia - Computer Programming; Peter - Landscape Architecture; George – Medical Research

CARD A

**Jeremy** is analytical and has a talent for numbers. He has participated in a number of contests and has won some medals. He wants to study something related to computers.

**Rosa** is analytical. She is a number cruncher. She has participated in a number of mathematics contests. She has won three trophies in her latest contests. She wants to study engineering.

**Judy** is analytical. She is good at doing calculations. She has participated in some tournaments for mathematicians. She has won some trophies recently. She wants to study architecture.

CARD B

Ask B about a man who is sensitive. This man has volunteered for some international organizations and wants to be a social worker.
Then, make similar dialogs talking about the activities at a gym to which he/she is going to invite you.

**STUDENT B**

Student A is inviting you to join a new sports center. Make a dialog for each activity you can do there. Follow the model.

**A:** Why don’t we join the new sports center downtown? I think there is nothing like that.

**B:** Well, yeah. I agree. But, what do you know about it? What is it like?

Then, invite student A to a gym. Make a dialog for each activity you can do there. Follow the model.

<table>
<thead>
<tr>
<th><strong>SWIMMING</strong></th>
<th><strong>TENNIS</strong></th>
<th><strong>DANCING</strong></th>
<th><strong>GAMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RULES</strong></td>
<td><strong>RULES</strong></td>
<td><strong>RULES</strong></td>
<td><strong>RULES</strong></td>
</tr>
<tr>
<td>• Register two weeks in advance</td>
<td>• Register for a minimum of 2 hours a day</td>
<td>• Bring your own partner</td>
<td>• Pay six months in advance</td>
</tr>
<tr>
<td>• Wear a swimming cap</td>
<td>• Pay three months in advance</td>
<td>• Do extra physical exercise every day</td>
<td>• Bring your own team for the game sessions</td>
</tr>
<tr>
<td>• Do physical activity beforehand</td>
<td>• Drink lots of water before, during and after the class</td>
<td>• Practice at home every day</td>
<td>• Bring your own food and drinks</td>
</tr>
</tbody>
</table>

**STUDENT B**

Ask Student A questions about countries and cities around the world. Use the following clues.

Countries: rich/poor, large/small, expensive/cheap.
Cities: large/small, popular/exciting.

Then answer Student A’s questions about countries and cities in South America.

**STUDENT B:** What records are you looking for?

**STUDENT A:** I am looking for the richest country in South America.

**STUDENT B:** The richest country in South America is....

Chile is the richest country in South America.
Brazil is the largest country in South America.
Sao Paulo is the largest city in South America.
Buenos Aires is the most popular city in South America.
Chile is the most expensive country in South America.
Guyana is the poorest country in South America.
Suriname is the smallest country in South America.
Paramaribo is the smallest city in South America.
Rio de Janeiro is the most exciting city in South America.
Peru is the cheapest country in South America.
STUDENT B

Ask Student A information about the career tests results of Helen, Mary and Marco.

Each person wants a particular career: Helen – Robotics Engineering; Mary – Movie Direction; Marco – Party Planning

Student A: Tell me about Patricia. Will she have the skills to be a computer programmer?
Student B: I think she will. She scored 30 in math skills and 30 in technological skills. Her social skills are okay. I think she will be good at careers or occupations in computers.

Then, answer Student A’s questions about Patricia, Peter and George. Use the graphs to help him identify appropriate careers for each of them.

STUDENT B

Ask Student A questions based on the information about a secret character on Card A. The idea is that you manage to identify who your character is.

CARD A

Ask A about a woman who is analytical. This woman has won three trophies in her last mathematics contests. She wants to be an engineer.

A: I have three characters.
B: What are their names?
A: Jeremy, Rosa and Judy.
B: All right, has Rosa won some medals recently?

Then answer Student A’s questions for him/her to identify who his/her character is. Use the information on Card B.

CARD B

Jim is creative and is a very sensitive person. He has participated in projects to help poor people. He listens to people’s problems and offers help. He wants to be a social worker in the future. He worked for an international organization in the past.

Juan is a sensitive person who helps people in his town. He offers help to people who have difficulties. He has volunteered for some international organizations. He is going to become a social worker to offer better help to people.

Rafael is creative and very sociable. He has helped people who live on the streets. He is a good listener and offers people help. He has worked for international organizations in the past. He wants to study political science so that he has more abilities to help people in the future.
1. Find eight words from Unit 1.

<table>
<thead>
<tr>
<th>b</th>
<th>l</th>
<th>i</th>
<th>n</th>
<th>d</th>
<th>o</th>
<th>g</th>
<th>a</th>
<th>x</th>
<th>o</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>i</td>
<td>j</td>
<td>i</td>
<td>f</td>
<td>f</td>
<td>y</td>
<td>w</td>
</tr>
<tr>
<td>a</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>s</td>
<td>h</td>
<td>j</td>
<td>l</td>
<td>m</td>
<td>n</td>
<td>a</td>
</tr>
<tr>
<td>i</td>
<td>o</td>
<td>t</td>
<td>p</td>
<td>c</td>
<td>r</td>
<td>v</td>
<td>n</td>
<td>u</td>
<td>p</td>
<td>v</td>
</tr>
<tr>
<td>l</td>
<td>p</td>
<td>c</td>
<td>s</td>
<td>o</td>
<td>w</td>
<td>e</td>
<td>b</td>
<td>r</td>
<td>a</td>
<td>e</td>
</tr>
<tr>
<td>l</td>
<td>v</td>
<td>i</td>
<td>o</td>
<td>v</td>
<td>u</td>
<td>a</td>
<td>t</td>
<td>n</td>
<td>t</td>
<td>s</td>
</tr>
<tr>
<td>e</td>
<td>i</td>
<td>q</td>
<td>u</td>
<td>e</td>
<td>n</td>
<td>c</td>
<td>h</td>
<td>e</td>
<td>e</td>
<td>w</td>
</tr>
<tr>
<td>z</td>
<td>j</td>
<td>k</td>
<td>u</td>
<td>r</td>
<td>q</td>
<td>i</td>
<td>a</td>
<td>y</td>
<td>n</td>
<td>x</td>
</tr>
<tr>
<td>c</td>
<td>s</td>
<td>o</td>
<td>d</td>
<td>y</td>
<td>n</td>
<td>a</td>
<td>m</td>
<td>i</td>
<td>t</td>
<td>e</td>
</tr>
</tbody>
</table>

2. Write the category each word belongs to (n, adj, adv, v.) and its synonym.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakthrough (n)</td>
<td>envision</td>
</tr>
<tr>
<td>healing</td>
<td></td>
</tr>
<tr>
<td>launch</td>
<td></td>
</tr>
<tr>
<td>in a jiffy</td>
<td></td>
</tr>
<tr>
<td>quench</td>
<td></td>
</tr>
</tbody>
</table>

3. Label the following pictures.

- b: [Picture of a man with a cane]
- c: [Picture of a woman drinking]

4. Complete the following sentences with words and expressions from the glossary.

a. He __________________ his new invention at the science fair.

b. They were very good __________________ when they were at university.

c. I __________________ behind this class project.

d. Scientists made a __________________ when they created the flu vaccine.

e. The students finished their assignment in a __________________. It was really quick.
1. Solve the crossword puzzle.

Across
5. the use of exercise to treat physical illness

Down
1. strange but appealing
2. fall by sliding down or accidentally
3. water falling down from high places
4. to set up a tent to sleep outdoors
6. to visit places as a tourist

2. Write the words that match the definitions.
   a. area of water surrounded by land
   b. to be all around
   c. an alternative, shorter route to a destination
   d. a fence with sharp points for protection
   e. to cause physical pain or injure

3. Complete the following paragraph with the words from the glossary that match the following definitions.
   a. A shelter made of cloth or plastic
   b. A journey people usually make for pleasure
   c. To fall by sliding quickly or accidentally
   d. To have a long walk in the countryside for recreational purposes
   e. To pull something with force

The local scout boys and girls organized an ___________________________ (a) into the forest. They did not take any transportation, so they decided to ___________________________ (b) to the place where they set up their ___________________________ (c). Some scouts were climbing a tree when one of them ___________________________ (d) and ___________________________ (e) some other with her. Fortunately, nothing serious happened.
1. Complete the chart.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>SYNONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>adj. fascinating</td>
<td></td>
</tr>
<tr>
<td>v. uncover</td>
<td></td>
</tr>
<tr>
<td>n. horde</td>
<td></td>
</tr>
<tr>
<td>n. dedication</td>
<td></td>
</tr>
<tr>
<td>adj. charming</td>
<td></td>
</tr>
</tbody>
</table>

2. Find the antonyms.

disagree v.

junior n.

unattractive adj.

conceal v.

demote v.

3. Find words for these concepts.

a. Having some type of charm.

b. To help something advance in rank, dignity or position.

c. A large group of people gathered together.

d. A sudden movement of a mass of people or animals.

e. A flat piece of metal used as money.

4. Classify the following words: craft, disagree, dress up, clay, absorbing, appealing, promote, commitment.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ADJECTIVES</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Unscramble the words and match them with the pictures.

a. yewlejr

b. pasetedm

c. odrcw

d. illb

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary Activities

1. Read the definitions. Decide if they are right (R) or wrong (W). Fix the wrong ones.

- clerk: n. a person who buys goods or services.  
- diameter: n. the measure of the distance through the center of something circular from one side to the other.  
- Everest: n. the highest mountain above the sea level. It is located in Tanzania, Africa and has a height of 5,895 m above the sea level.  
- landmark: n. an important location that marks a particular place.  
- record: n. an unofficial proof of top performance.

2. Provide synonyms for the words below.
   a. requirement:  
   b. customer:  
   c. fulfill:  
   d. amazing:  

3. Complete the chart.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>LANDMARK/SPECIAL ANIMAL OR OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Everest</td>
</tr>
<tr>
<td></td>
<td>Kilimanjaro</td>
</tr>
<tr>
<td></td>
<td>Gold Frog</td>
</tr>
<tr>
<td></td>
<td>The Eiffel Tower</td>
</tr>
</tbody>
</table>

4. Complete this paragraph with some words from the glossary.

I wrote a __________ of the city of Paris in France. I thought about some of the most famous __________ in Paris. I included the Eiffel Tower, The Arc de Triomphe and Notre Dame Cathedral. I was happy with my writing. I think it __________ all my expectations. I hope my readers like it as well. Readers are like __________ because they buy or enjoy what writers do.

5. Find in the glossary words that are related to the ones in the chart.

<table>
<thead>
<tr>
<th>GLOSSARY WORD</th>
<th>WORD ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>v. require</td>
</tr>
<tr>
<td></td>
<td>adj. fulfilling</td>
</tr>
<tr>
<td></td>
<td>v. adjudicate</td>
</tr>
<tr>
<td></td>
<td>v. profile</td>
</tr>
<tr>
<td></td>
<td>n. amazement</td>
</tr>
</tbody>
</table>
Glossary Activities

1. Match the words in columns A and B to make up words related to occupations.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. computer</td>
<td>planner</td>
</tr>
<tr>
<td>2. video game</td>
<td>translator</td>
</tr>
<tr>
<td>3. party</td>
<td>programmer</td>
</tr>
<tr>
<td>4. Braille</td>
<td>tester</td>
</tr>
</tbody>
</table>

2. Find in the glossary words that are related to the ones in the chart.

<table>
<thead>
<tr>
<th>GLOSSARY WORD</th>
<th>WORD ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>v. analyze</td>
<td>adj. healthy</td>
</tr>
<tr>
<td>v. apply</td>
<td>v. test</td>
</tr>
<tr>
<td>v. taste</td>
<td></td>
</tr>
</tbody>
</table>

3. Read the words and find a synonym in the glossary list.

<table>
<thead>
<tr>
<th>Words</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>strange, weird</td>
<td>illness, disease</td>
</tr>
<tr>
<td>reviewer, checker</td>
<td>candidate, aspirant</td>
</tr>
</tbody>
</table>

4. Complete the dialog.

Jennifer: Are you going to join the video game club?
Luis: Yes, I am. I am going to get my membership card.
Jennifer: What is it that you do in the club?
Luis: I am a video game (a) ____________________. I play games in a (b) ____________________.
Jennifer: What is that?
Luis: It is a machine you use to play games.
Jennifer: Do you fix this equipment?
Luis: No, we don’t. We (c) ____________________ people to do that. Actually, these machines need (d) ____________________ very often because we are constantly playing games.

5. Write the idiom that goes with each of the following definitions.

A ____________________ is a person who is really good with numbers and calculations.
______________________ describes the best person in a particular activity.
______________________ is to put an end to an activity.
______________________ is to learn how to do an activity with a lot of skill.
______________________ is to have creative ideas.

6. Write the names of the following objects or occupations.

[Image: XBOX 360]
1. Complete the chart with synonyms for the following words.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>SYNONYMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>n. achievement</td>
<td></td>
</tr>
<tr>
<td>adj. analytical</td>
<td></td>
</tr>
<tr>
<td>adj. hygienic</td>
<td></td>
</tr>
<tr>
<td>n. interval</td>
<td></td>
</tr>
<tr>
<td>n. personality</td>
<td></td>
</tr>
</tbody>
</table>

2. Find words for these concepts.
   a. space of time between events
   b. permanent continuity in an event or process
   c. a sports competition
   d. to offer one's participation in a particular activity
   e. inclined to be around others

3. Find the antonyms of the words below.
   a. adj. social
   b. adj. sensitive
   c. adj. aseptic
   d. adj. analytical
   e. adj. competitive

4. Classify the following words: achievement, analytical, turning point, sensitive, volunteer, competitive, compete, art, chronological, fly, interval, timeline, lifelong, axis, tournament.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ADJECTIVES</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Unscramble the words and match them to the pictures.
   a. amteivecehn
   b. mentourtna
   c. ixsa
   d. staitric
Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (√) the right answer.

Example:

0. The woman went on vacation to a historic

A  B  C

1. The town was located in

A  B  C

VIRGINIA  FLORIDA  CALIFORNIA

2. She visited a local

A  B  C
3. The famous invention of the town inventor was a

A

B

C

4. Did the woman try it?

A Yes, she did.

B No, she didn’t.

C She had doubts.

5. The woman bought

A

B

C
Reading

Read the text below. Select the correct form of the verb for each space. Mark the best option [A, B, C] for each space.

Last summer I (0) ________ my holidays when my father (6) ________ me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) ________ on a safari and it was amazing. The day of the safari, I (8) ________ ready while dad and his friends (9) ________ stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) ________ pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) ________ water from a shallow pond while many crocodiles (12) ________ for a possible victim. When our vehicle came too close to the zebras, one of them (13) ________ scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) ________ from nowhere and hit the crocodile really hard. The croc (15) ________ the zebra.

<table>
<thead>
<tr>
<th></th>
<th>A were enjoying</th>
<th>B enjoyed</th>
<th>C was enjoying</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A invite</td>
<td>B invited</td>
<td>C was inviting</td>
</tr>
<tr>
<td>7</td>
<td>A go</td>
<td>B went</td>
<td>C were going</td>
</tr>
<tr>
<td>8</td>
<td>A was getting</td>
<td>B got</td>
<td>C were getting</td>
</tr>
<tr>
<td>9</td>
<td>A tell</td>
<td>B was telling</td>
<td>C were telling</td>
</tr>
<tr>
<td>10</td>
<td>A take</td>
<td>B was taking</td>
<td>C were taking</td>
</tr>
<tr>
<td>11</td>
<td>A drink</td>
<td>B drank</td>
<td>C was drinking</td>
</tr>
<tr>
<td>12</td>
<td>A were waiting</td>
<td>B waited</td>
<td>C was waiting</td>
</tr>
<tr>
<td>13</td>
<td>A get</td>
<td>B got</td>
<td>C was getting</td>
</tr>
<tr>
<td>14</td>
<td>A appear</td>
<td>B appeared</td>
<td>C was appearing</td>
</tr>
<tr>
<td>15</td>
<td>A release</td>
<td>B released</td>
<td>C was releasing</td>
</tr>
</tbody>
</table>

Speaking

Candidate A

You visited Nature Trails National Park on your last vacation. Answer your partner’s questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Nature Trails National Park Card no. 1

Card no. 2

Where did you go on vacation?
What /do? Who /go with? Did you...?
Was there a...? Were there any...?
Did you have any incident?
Activities: hike / fish / camp / ride a bike
Places: trail / waterfall / lake
Writing

Write a personal narrative about a vacation incident you had.

- Write
  - how everything began
  - what happened
  - how the incident ended

- Write between 30 and 45 words.

Speaking  Candidate B

You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner’s questions telling him what you did on your last vacation. Give your answers based on card no. 1.
Listen to a short conversation twice. There are five questions. For questions 1-5, check (√) the right answer.

Example:

0. The man went on vacation to...

- Brazil
- Argentina
- Ecuador

1. He visited...

- Sao Paulo
- Rio de Janeiro
- Brasilia

2. You must come to Brazil in...

- February
- May
- June

3. Maracanã is the largest...

- Swimming pool
- Sports Center
- Stadium
I think swimming is the (0) _______ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) _______ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) _______ try all sorts of sports at a young age; it seems to be the best word of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) _______ in class. In addition, my trainer was the (9) _______ demanding person in the world. For example, he always made me train with kids who were (10) _______ than I for a couple of years. I (11) _______ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (12) _______ advice any student can hope for. My karate lessons were probably the (13) _______ interesting experience in my life when I was younger.

4. The man also went to...

   Santiago  A
   Buenos Aires  B
   Lima  C

5. The city is the most...

   interesting  A
   popular  B
   expensive  C

---

Reading

Read the text below. Select the correct form of the verb for each space. Mark the best word [A, B, C] for each space.

I think swimming is the (0) _______ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) _______ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) _______ try all sorts of sports at a young age; it seems to be the best word of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) _______ in class. In addition, my trainer was the (9) _______ demanding person in the world. For example, he always made me train with kids who were (10) _______ than I for a couple of years. I (11) _______ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (12) _______ advice any student can hope for. My karate lessons were probably the (13) _______ interesting experience in my life when I was younger.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.</td>
<td>more</td>
<td>most</td>
<td>best</td>
</tr>
<tr>
<td>6.</td>
<td>shorter</td>
<td>shortest</td>
<td>short</td>
</tr>
<tr>
<td>7.</td>
<td>have to</td>
<td>must</td>
<td>should</td>
</tr>
<tr>
<td>8.</td>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
<tr>
<td>9.</td>
<td>more</td>
<td>most</td>
<td>worst</td>
</tr>
<tr>
<td>10.</td>
<td>oldest</td>
<td>old</td>
<td>older</td>
</tr>
<tr>
<td>11.</td>
<td>should</td>
<td>have to</td>
<td>must</td>
</tr>
<tr>
<td>12.</td>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>13.</td>
<td>most</td>
<td>more</td>
<td>better</td>
</tr>
</tbody>
</table>
Writing

Write a description of a hobby or a free time activity you enjoy.

- What the activity is about
- Give advice for new people
- Talk about some rules to consider

Your description has to be between 30 and 45 words.

----

Speaking

Candidate B

You still don’t know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.

- Tell me more about this vacation plan in Buenos Aires.
- Where can I stay?
- How much does it cost to go to a hotel?
- What should I do?
- Hotel accommodation: Where? / How much?
- Activities: What can...?
- Any special places: What are the most...landmarks to see?
- Any advice to enjoy Buenos Aires: What should I do...?
We offer you

- The best hotel accommodation: single rooms, suites, luxury suites.

<table>
<thead>
<tr>
<th>International hotel</th>
<th>La Pampa Suites</th>
<th>La Plata Suites</th>
</tr>
</thead>
<tbody>
<tr>
<td>US $50</td>
<td>US $100</td>
<td>US $220</td>
</tr>
<tr>
<td>single rooms</td>
<td>suites</td>
<td>luxury suites only</td>
</tr>
<tr>
<td>suites</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The most exciting tours of the city and a special trip to La Pampa.

<table>
<thead>
<tr>
<th>City tour</th>
<th>City and the countryside</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 museums</td>
<td>3 museums and a visit to a traditional “Estancia”</td>
</tr>
<tr>
<td>Botanical garden</td>
<td>suites</td>
</tr>
</tbody>
</table>

- Ride horses and spend a day as a real “Gaucho.”

- Tours to the most famous landmarks in Buenos Aires: Palermo, La Bombonera, Plaza de Mayo

A word of advice:

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.
Listening

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

Example:

<table>
<thead>
<tr>
<th>People</th>
<th>Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Margaret</td>
<td>✓ A. toy designer</td>
</tr>
<tr>
<td>1. Joseph</td>
<td>A. computer programmer</td>
</tr>
<tr>
<td>2. James</td>
<td>B. research scientist</td>
</tr>
<tr>
<td>3. Emily</td>
<td>C. robotics engineer</td>
</tr>
<tr>
<td>4. Michael</td>
<td>D. medical researcher</td>
</tr>
<tr>
<td>5. Joshua</td>
<td>E. landscape architect</td>
</tr>
</tbody>
</table>

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

Computer Scientist

6. personality

7. abilities

8. working hours

9. responsibility

10. work on weekends

11. salary

analytical

No _______ Yes _______
Reading

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

Example:

0. This professional works with snakes to get their venom.  snake milk e r

12. This person is in charge of all preparations for events such as parties.  p p

13. This professional helps people with their dogs.  d w

14. In this area of work, people need to be creative and be in touch with their inner child.  t d

15. In this profession, people try different types of ice-cream.  i c t

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

Example:

0. Mario Vargas Llosa _______________ in Arequipa, Perú in 1936.
   A. has born  B. was born  C. had born

16. He ____________ his career as a writer at the age of sixteen.
   A. begun  B. begin  C. began

17. Mario Vargas Llosa _______________ his university studies in Perú.
   A. done  B. does  C. did

18. He ____________ a writer most of his life.
   A. was  B. has been  C. will be
19. One of his most famous books ____________ “La Ciudad y los Perros.”
   A. was          B. were          C. has been

20. He ____________ the Nobel Prize in literature in 2010.
   A. wins          B. won          C. has won

Choose the correct answer (A, B, or C) so that there is progress in the conversation.

0. What were you like as a child?
   A. I was very shy.          B. I liked music.          C. I was very short.

21. What were you good at?
   A. I liked arts.
   B. I was an excellent tennis player.
   C. I played the piano.

22. Did you win any tournaments?
   A. No, I have not.
   B. Yes, I did.
   C. Yes, I was.

23. Have you played tennis recently?
   A. Yes, I have.
   B. No, I did not.
   C. Yes, I did it last year.

24. What did you win?
   A. I won a medal.
   B. I have won a medal.
   C. I did not win.

25. What else did you do as a child?
   A. I played the guitar.
   B. I bought a guitar.
   C. I was a happy child.
Writing

- Write a short biography.
  - Provide:
    - Personal information
    - Academic information

- Write 45-60 words

---

Speaking

You will be given 5-6 minutes to talk about your personality and abilities for a career of your choice. Make sure you also talk about your predictions and your plans regarding the particular career you have in mind.
ADVERTENCIA
Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la igualdad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica tanto para hacer referencia a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible referirse a colectivos mixtos a través del género gramatical masculino, y (b) es preferible aplicar la ley lingüística de la economía expresiva para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.
To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
<table>
<thead>
<tr>
<th>CLIL</th>
<th>Goals</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technological and Scientific Breakthroughs</td>
<td>You will learn how to give accounts of past events.</td>
<td>• The Simple Past tense (affirmative, negative, interrogative)</td>
</tr>
<tr>
<td>• Inventors and Inventions</td>
<td>• ask for and give information about the past.</td>
<td>• Regular and Irregular Past tense verb endings</td>
</tr>
<tr>
<td>• Skype</td>
<td>• use time expressions when giving accounts of past achievements.</td>
<td>• Time Expressions for the Simple Past tense</td>
</tr>
<tr>
<td>• Household Inventions</td>
<td></td>
<td>• Simple Past tense, Past Progressive tense</td>
</tr>
<tr>
<td>• Accidental Inventions</td>
<td></td>
<td>• There was/there were</td>
</tr>
<tr>
<td>• Sci-Fi literature and Inventions</td>
<td></td>
<td>• Sequence connectors</td>
</tr>
<tr>
<td>• Holiday Activities and Places</td>
<td>• narrate past experiences.</td>
<td>• Time conjunctions</td>
</tr>
<tr>
<td>• Extreme Vacations</td>
<td>• describe places.</td>
<td>• Imperative Mood</td>
</tr>
<tr>
<td>• Anecdotes and Unfortunate Happenings</td>
<td></td>
<td>• Modals: obligation, advice and emphatic opinions</td>
</tr>
<tr>
<td>• Hobbies and Entertainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leisure Activities</td>
<td>You will learn how to write about hobbies and leisure activities.</td>
<td></td>
</tr>
<tr>
<td>• Commitment to Leisure Activities</td>
<td>• talk about rules, express advice and emphatic opinions.</td>
<td></td>
</tr>
<tr>
<td>• Feeling Alive</td>
<td>• determine main ideas, supporting information and examples in a text.</td>
<td></td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You will learn how to give accounts of past events.</td>
<td></td>
<td>Grammar: analyzing the use of modal verbs to understand how grammar patterns work</td>
</tr>
<tr>
<td>You will learn how to narrate past experiences.</td>
<td></td>
<td>Vocabular: using dictionaries to develop autonomy in your learning process</td>
</tr>
<tr>
<td>You will learn how to describe places.</td>
<td></td>
<td>using expressions in context to understand how to adapt them to your own conversations</td>
</tr>
<tr>
<td>Skills and Strategies</td>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td>You will learn how to write about hobbies and leisure activities.</td>
<td></td>
<td>• activating previous knowledge</td>
</tr>
<tr>
<td>Grammer:</td>
<td></td>
<td>• associating images with definitions</td>
</tr>
<tr>
<td>• using Wh-questions to give a complete report on a subject</td>
<td></td>
<td>• asking yourself what each paragraph is about to find its main idea and the supporting details that explain or prove it</td>
</tr>
<tr>
<td>• correcting mistakes to become aware of rules</td>
<td></td>
<td>Writing:</td>
</tr>
<tr>
<td>Vocabulary:</td>
<td></td>
<td>• writing yet to introduce a fact, situation, or quality that is surprising based on what you just have mentioned</td>
</tr>
<tr>
<td>• using diagrams to remember words that go together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• scanning a text to find specific information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identifying a paragraph’s main idea to understand the author’s essential messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• brainstorming ideas and organizing them before writing a text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• unscrambling a text to become aware of its structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• using sequence connectors to enhance coherence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• contrasting the Past Progressive and the Simple Past tenses to show long actions that are interrupted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabular:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• looking up words in dictionaries to increase your vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• learning synonyms to help you remember the different meanings of a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• checking unfamiliar words before reading a text to improve comprehesion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• paying attention to context clues to deduce the meaning of unknown words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• writing a summary topic statement to communicate the central idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• following some useful steps to write an accurate summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT 4</td>
<td>UNIT 5</td>
<td>UNIT 6</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
</tr>
<tr>
<td>• Amazing Facts around the World</td>
<td>• Odd Jobs and Occupations</td>
<td>• Inspiring Young People</td>
</tr>
<tr>
<td>• Some Countries and their Records</td>
<td>• Career Choices of the Future</td>
<td>• A Life of Achievements</td>
</tr>
<tr>
<td>• Guinness World Records</td>
<td>• Happiness at Work</td>
<td>• Inspirational Lifelong Learners</td>
</tr>
<tr>
<td>• Success</td>
<td>• Creative Thinking</td>
<td>• Stories of Success</td>
</tr>
</tbody>
</table>

**Goals**

<table>
<thead>
<tr>
<th>You will learn how to</th>
<th>You will learn how to</th>
<th>You will learn how to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• write about landmarks and compare them.</td>
<td>• write about occupations and professions.</td>
<td>• write about achievements.</td>
</tr>
<tr>
<td>• make comparisons.</td>
<td>• make predictions and plans regarding career choices.</td>
<td>• describe people's personal characteristics and abilities.</td>
</tr>
<tr>
<td>• fill in forms.</td>
<td>• write a letter to participate in a GWR live event.</td>
<td>• use reference words to aid reading comprehension and achieve cohesion in writing.</td>
</tr>
<tr>
<td>• write a letter to participate in a GWR live event.</td>
<td>• write about amazing facts and make comparisons among them.</td>
<td></td>
</tr>
<tr>
<td>• write about amazing facts and make comparisons among them.</td>
<td>• write a career prospect.</td>
<td></td>
</tr>
<tr>
<td>• write a summary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skills and Strategies**

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong> using adjectives to make your readers feel, taste and see what you describe</th>
<th><strong>Vocabulary:</strong> identifying the type, purpose and person in compound nouns to write them using the correct word order</th>
<th><strong>Vocabulary:</strong> solving a cross word puzzle to strengthen your vocabulary knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar:</strong> • correcting mistakes to become aware of grammar rules</td>
<td><strong>Grammar:</strong> • adding suffixes –or, -er to action verbs in order to form agent nouns (names for people)</td>
<td><strong>Grammar:</strong> • unscrambling sentences in order to become familiar with grammar structures</td>
</tr>
<tr>
<td>• asking yourself questions about the number of things/people you are comparing in order to choose the appropriate form of adjective</td>
<td>• using adverbs to express certainty and uncertainty about future events</td>
<td>• applying rules related to time expressions in the Present Perfect tense in context in order to become familiar with them</td>
</tr>
<tr>
<td>• paying attention to the number of syllables adjectives have in order to write their superlative form correctly</td>
<td><strong>Reading:</strong> • using a word splash to build conceptual knowledge</td>
<td><strong>Reading:</strong> using the <strong>K.W.L</strong> method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read</td>
</tr>
<tr>
<td><strong>Reading:</strong> • using graphic organizers to summarize information</td>
<td>• analyzing a chart to understand specific information given through visual aids</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
</tr>
<tr>
<td>• asking yourself <strong>W/What</strong> questions about an article to establish relations and confirm information</td>
<td>• asking yourself questions to analyze pie charts</td>
<td><strong>Writing:</strong> following a plan to organize the ideas you want to develop in a text</td>
</tr>
<tr>
<td><strong>Writing:</strong> writing effective titles</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
<td><strong>Writing:</strong> using a word splash to build conceptual knowledge</td>
</tr>
</tbody>
</table>

**Grammar**

<table>
<thead>
<tr>
<th><strong>Comparatives and Superlatives</strong></th>
<th><strong>Compound Nouns</strong></th>
<th><strong>Present Perfect tense</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future predictions and intentions with “will” and plans with “going to”</strong></td>
<td><strong>Time expressions with the Present Perfect tense</strong></td>
<td><strong>Past participle forms of regular and irregular verbs</strong></td>
</tr>
<tr>
<td><strong>Past participle forms of regular and irregular verbs</strong></td>
<td><strong>Reading:</strong> using the <strong>K.W.L</strong> method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
</tr>
<tr>
<td><strong>Reading:</strong> using a word splash to build conceptual knowledge</td>
<td>• analyzing a chart to understand specific information given through visual aids</td>
<td><strong>Writing:</strong> following a plan to organize the ideas you want to develop in a text</td>
</tr>
<tr>
<td>• asking yourself questions to analyze pie charts</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
<td><strong>Writing:</strong> using a word splash to build conceptual knowledge</td>
</tr>
</tbody>
</table>

**Skills and Strategies**

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong> using adjectives to make your readers feel, taste and see what you describe</th>
<th><strong>Vocabulary:</strong> identifying the type, purpose and person in compound nouns to write them using the correct word order</th>
<th><strong>Vocabulary:</strong> solving a cross word puzzle to strengthen your vocabulary knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar:</strong> • correcting mistakes to become aware of grammar rules</td>
<td><strong>Grammar:</strong> • adding suffixes –or, -er to action verbs in order to form agent nouns (names for people)</td>
<td><strong>Grammar:</strong> • unscrambling sentences in order to become familiar with grammar structures</td>
</tr>
<tr>
<td>• asking yourself questions about the number of things/people you are comparing in order to choose the appropriate form of adjective</td>
<td>• using adverbs to express certainty and uncertainty about future events</td>
<td>• applying rules related to time expressions in the Present Perfect tense in context in order to become familiar with them</td>
</tr>
<tr>
<td>• paying attention to the number of syllables adjectives have in order to write their superlative form correctly</td>
<td><strong>Reading:</strong> • using a word splash to build conceptual knowledge</td>
<td><strong>Reading:</strong> using the <strong>K.W.L</strong> method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read</td>
</tr>
<tr>
<td><strong>Reading:</strong> • using graphic organizers to summarize information</td>
<td>• analyzing a chart to understand specific information given through visual aids</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
</tr>
<tr>
<td>• asking yourself <strong>W/What</strong> questions about an article to establish relations and confirm information</td>
<td>• asking yourself questions to analyze pie charts</td>
<td><strong>Writing:</strong> following a plan to organize the ideas you want to develop in a text</td>
</tr>
<tr>
<td><strong>Writing:</strong> writing effective titles</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
<td><strong>Writing:</strong> using a word splash to build conceptual knowledge</td>
</tr>
</tbody>
</table>

**Grammar**

<table>
<thead>
<tr>
<th><strong>Comparatives and Superlatives</strong></th>
<th><strong>Compound Nouns</strong></th>
<th><strong>Present Perfect tense</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future predictions and intentions with “will” and plans with “going to”</strong></td>
<td><strong>Time expressions with the Present Perfect tense</strong></td>
<td><strong>Past participle forms of regular and irregular verbs</strong></td>
</tr>
<tr>
<td><strong>Past participle forms of regular and irregular verbs</strong></td>
<td><strong>Reading:</strong> using the <strong>K.W.L</strong> method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
</tr>
<tr>
<td><strong>Reading:</strong> using a word splash to build conceptual knowledge</td>
<td>• analyzing a chart to understand specific information given through visual aids</td>
<td><strong>Writing:</strong> following a plan to organize the ideas you want to develop in a text</td>
</tr>
<tr>
<td>• asking yourself questions to analyze pie charts</td>
<td><strong>Writing:</strong> paying attention to the position of time expressions in a text in order to set up the timeline of events</td>
<td><strong>Writing:</strong> using a word splash to build conceptual knowledge</td>
</tr>
</tbody>
</table>
1. Read the chart and make comparisons using comparatives and superlatives. Use the Word Bank.

Three Divas from Hollywood Romantic Comedies

<table>
<thead>
<tr>
<th>Birth Year</th>
<th>Height</th>
<th>Hair style</th>
<th>Salary per movie</th>
<th>Popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1964</td>
<td>171 cm</td>
<td>Long</td>
<td>$25 million</td>
<td>★★★★★</td>
</tr>
<tr>
<td>2. 1967</td>
<td>172 cm</td>
<td>Very long</td>
<td>$24 million</td>
<td>★★★★★</td>
</tr>
<tr>
<td>3. 1961</td>
<td>173 cm</td>
<td>Short</td>
<td>$15 million</td>
<td>★★★</td>
</tr>
</tbody>
</table>

- old
- tall
- high
- popular
- young
- short
- low

a. Sandra Bullock is older than Julia Roberts, but Meg Ryan is the oldest of them all.

2. Find eleven verbs in the word search. Then, use can or can’t plus the appropriate verb to complete the text.

I admire circus artists because they are agile and very talented. For example, tightrope walkers can walk on a thin rope at a great height. They ________ (a) their balance very well. Good clowns ________ (b) many emotions and entertain people. On the contrary, bad clowns ________ (c. not) people laugh. ________ contortionists ________ (d) the illusion of having boneless bodies? Yes, of course! They ________ (e) their bodies in amazing ways! Magicians ________ (f) the choice of someone in their audience. ________ they ________ (g) gravity? Yes! They can levitate. A magician ________ (h. not) a trick without rehearsing it many times! Jugglers ________ (i) more than three objects at the same time. I’m learning juggling tricks, but I ________ (j. not) three balls at the same time. It’s difficult!
3. Fill in the blanks with the right adverb. Use the Word Bank.

sometimes  always  once  usually  never  often

(a) a year, on February 14th, many people around the world celebrate Saint Valentine’s Day. For example, my sister (b) gives cards to her friends, and she (c) gives a present to her boyfriend. He (d) gives her flowers. (e) there are people who get married on this day. I love my friends, but I (e) celebrate this day. I prefer to demonstrate my good feelings every day.

4. Use the Word Bank to complete the texts. Then, match them with the corresponding pictures.

Word Bank
• how many  • a tablespoon  • how much  • a little (x2)  • some (x4)
• a pinch  • slices  • a glass  • 2  • 3 cups

Delicious and practical ideas for breakfast
a. Are there any raspberries and cherries in your fridge? If so, what about pancakes with them on top?
b. Cereal is also good! Add milk and fruit and enjoy it!
c. ice cream can you eat? If the answer is a lot, then what about waffles with chocolate syrup and vanilla ice cream on top? Don’t forget to add some banana.
d. If you have time, why don’t you treat yourself with fried eggs and ham?
e. There isn’t marmalade? No worries. Prepare it yourself. Peel oranges and boil them with of water. Add of sugar. Just a little bit! When it is cold, have it with toast!
f. pancakes can you eat? Have as many as you want! Add of honey and put butter on top!

5. Correct the wrong conjugation of the verb to be in the Simple Present and the Simple Past tenses. There are eight mistakes.

The History of Cryptograms
Cryptograms were popular in ancient times. For example, Egyptians are the first to use nonstandard hieroglyphics in communication. There are even today a Mesopotamian tablet that contains an encrypted recipe for making pottery glazes. In 50–60 B.C., Julius Caesar is the first inventor of a cipher device to communicate with his army. Nowadays, it was well known as the Caesar Cipher or the Caesar Alphabet. In the past, cryptograms is useful for hiding secrets in times of war. One of the most famous cryptograms are the Zimmerman Telegram. It was quickly decoded by the British during the World War I, and shortly after finding out its contents, the U.S. entered the war on the side of the Allies. Today, cryptograms was still very popular, but for entertainment purposes. They is brainteasers because they challenge your mental agility!
1. Complete the following text by changing the verbs in parentheses into the Simple Past tense.

I want to tell you about Skype, an amazing invention I discovered when I first ___________ (travel) abroad. It is a free software application that allows you to communicate with people by voice, video and instant messaging online. Its original name ___________ (a. be) Sky Peer-to-Peer. Janus Friis and Niklas Zennström ___________ (b. create) Skype in Estonia. They ___________ (c. invent) it in 2003. Years later, they also ___________ (d. develop) a very popular Internet TV service called Joost. I think Friis and Zennström definitely ___________ (e. change) the nature of peer-to-peer communication and content distribution around the world.

2. Complete the passage using the verbs in the Word Bank. Use the Simple Past tense.

I’m a photographer and for obvious reasons the camera is my favorite invention. Many people ___________ (contribute) to the creation of this magical device that ___________ (a) the way we keep our memories. For example, in the Middle Ages, Alhazen ___________ (b) the first camera ‘obscura’. In 1727, Johann Shultze ___________ (c) out that silver nitrate ___________ (d) dark in the presence of light, and experimented with chemical reactions and images. In 1827, Joseph Niepce ___________ (e) the first photographic image with a pinhole camera. In 1839, another Frenchman, Louis Daguerre ___________ (f) a method to help preserve the images; in fact, the daguerreotype is under his belt. Since, 1885 George Eastman ___________ (g) hard to make paper film. Years later, he ___________ (h) the celluloid film and he ___________ (i) the Kodak camera. All of them sure ___________ (j) a great job!

3. Classify the verbs in the previous exercises in the chart below.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>invent</td>
<td>contribute</td>
</tr>
</tbody>
</table>
4. According to the answer, write the correct Wh-word.

Who invented Skype? Janus Friis and Niklas Zennström.
a. _______ did they invent it? In 2003.
b. _______ did they develop it? In Estonia.
c. _______ did they create it? To help improve peer-to-peer communication.
d. _______ was the original name? Sky Peer-to-Peer.

5. Choose the correct option to complete the questions. Write the auxiliary verb when necessary. Then, answer them.

Sam: Who _______ (contribute / contributed) to the creation of the camera?
Tina: __________________________________________

Sam: Who _______ (a. made / make) the first camera obscura?
Tina: __________________________________________

Sam: When _______ Niepce _______ (b. make / made) the first photographic image?
Tina: __________________________________________

Sam: Where _______ Daguerre _______ (c. work / worked)?
Tina: __________________________________________

Sam: Why _______ the camera _______ (d. revolutionize / revolutionized) the way we keep our memories?
Tina: __________________________________________

6. Write a dialog about an invention you cannot live without. Remember to use Wh-questions.

Chris: Who created your favorite invention?
You: __________________________________________
Chris: __________________________________________
You: __________________________________________
Chris: __________________________________________
You: __________________________________________
1. Read about Leonardo da Vinci’s inventions and circle the right verb form.

1. When he **lived** in Venice, he **created** a scuba diving suit. He **found** it useful for protecting people from enemy ships underwater.

2. He **built** a robotic knight that **could** **move** on its own. The knight **sat** down and **moved** his head.

3. He **did not invent** the clock, but he **designed** one with two separate mechanisms, one for minutes and the other for hours.

4. Leonardo **made** drawings that **anticipated** the design of modern airplanes and helicopters.

Painting Innovations

I **discovered** that chiaroscuro **can** be a new painting technique. I **studied** objects and **discovered** that they were three-dimensional bodies defined by light and shadow.

Engineering and Architecture Innovations

Leonardo **made** drawings that **anticipated** the design of modern airplanes and helicopters. He **did not invent** the clock, but he **designed** one with two separate mechanisms, one for minutes and the other for hours.

2. Circle the mistakes and rewrite the questions. Then answer them based on the text.

a. Did he **Leonardo da Vinci invented** the clock?

b. Does he **make** drawings of flying machines?

c. Did he **builds** a robotic knight?

d. Does he **grow** up in France?
3. Use the Word Bank to complete the diagram below.

Word Bank
- substance
- house
- vaccine
- idea
- product
- discovery
- work of art
- tool
- robot
- technique
- machine

**Vocabulary Strategy**
Diagrams can help you remember words that often go together.

Actions inventors do

<table>
<thead>
<tr>
<th>Discover</th>
<th>Invent</th>
<th>Build</th>
<th>Develop</th>
<th>Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fact, a <strong>substance</strong>, a ____________, a new ____________</td>
<td>a ____________, a ____________, a building, a ____________</td>
<td>an ____________, a ____________, a system</td>
<td>a ____________, a ____________, a ____________</td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the chart below using affirmative and negative statements. Use the information in the text and your own ideas.

<table>
<thead>
<tr>
<th>Things she / they did</th>
<th>Things she / they didn’t do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ruth Wakefield</strong></td>
<td><em>She discovered chocolate chips by accident.</em></td>
</tr>
<tr>
<td><strong>Grace Hopper</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Marie and Pierre Curie</strong></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3
Inventions All Around

1. Scan the texts to fill in the chart below.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Sci-Fi novel where it appeared</th>
<th>Author</th>
<th>Year</th>
</tr>
</thead>
</table>

2. Read and check (✓) the main idea for each text.

a. Science fiction authors predicted some of the greatest inventions we enjoy nowadays. Their active imagination contributed to the scientific and technological advances that once were considered distant and impossible. We decided to dedicate this week’s issue of Teens’ Viewpoints to the inventions predicted in science fiction literature, because we interviewed some youngsters who have come across some amazing facts!

The main idea is:
- 1. Sci-fi literature is fascinating because of real inventions
- 2. Some inventions predicted in sci-fi have become real
- 3. Imagination is the bridge between literature and science

b. In our literature class, we read a story called From the London Times of 1904 by Mark Twain. He published it in 1898. I didn’t know that Mark Twain wrote sci-fi stories; I only read those about Tom Sawyer. Anyway, in this story, he predicted the Internet because he talked about the ‘telectroscope’: a global network of communication that used a limitless distance telephone system. He described how this device could make “the daily doings of the globe visible to everyone” no matter how far apart people were. So, Twain developed the basic idea of the Internet almost a century before it was invented! Isn’t it just amazing?

The main idea is:
- 1. Twain predicted the Internet
- 2. From Tom Sawyer to the telectroscope
- 3. Twain thought about the telectroscope first

Reading Strategy
When you scan, you don’t read the complete text. Run your eyes over the text looking for specific information.

Reading Strategy
The main idea sums up the author’s essential message. Sometimes you need to infer it based on the details given by the paragraph.
c. I didn’t believe my friend Christopher when he said the original idea of closed-circuit television (CCTV) was under George Orwell’s belt because he described it in his novel Nineteen Eighty-Four. I asked my friend, are you sure? Because I found out that the first CCTV was created in Germany in 1942 and Orwell wrote his novel in 1949. Chris explained to me that the German CCTV was a system for observing the launch of rockets. So, yes, he was right! Orwell was the first one to think of a society where cameras could spy on people’s lives. He wrote Nineteen Eighty-Four to criticize governments that prohibit freedom of expression.

The main idea is:

1. I didn’t agree with my friend Chris because I didn’t know about CCTV
2. Nineteen Eighty-Four is about a society where cameras spy on people
3. The idea about using CCTV for surveillance was under George Orwell’s belt

---

d. I did my history homework and I loved it because I found out something very interesting about iPads and Kindles. It was Stanislaw Lem who predicted the creation of these devices. Lem wrote a novel called Return From the Stars in 1961 in which he anticipated digital books. He imagined touch-screen technology on which a book’s content was recorded. In the same book, he also described electronic catalogs. He was definitely ahead of his time!

The main idea is:

1. Stanislaw Lem invented iPads and Kindles
2. Stanislaw Lem wrote a Sci-Fi novel in 1961
3. Stanislaw Lem predicted touch-screen technology

---

3. Based on the text, answer the following questions. Use complete sentences.

a. did Mark Twain predict in From the London Times of 1904? He predicted the Internet.
   What did Stanislaw Lem anticipate in Return From the Stars?
   What did George Orwell describe in Nineteen Eighty-Four?

b. did Orwell write about constant observation in his novel?
   Why was Lem ahead of his time?
   Why did the Germans create a CCTV system?

c. did Orwell write Nineteen Eighty-Four?
   When did Twain publish his story about the telectroscope?
   When did the Germans create a CCTV system?
1. Brainstorm ideas about the following inventions. Use the Word Bank and your own ideas.

**Word Bank**
- see
- better
- defeat
- gravity
- liquid fuel
- upload
- search
- online
- video
- engine
- sharing

**Writing Strategy**
Brainstorming helps you get ideas and organize them before writing a text.

**The rocket**


**Windshield wipers**


**YouTube**


2. Put the following encyclopedia entry in order. Number the facts from 1 to 7.

- He died in 1945, twenty-four years later Apollo 11 landed on the moon. _____
- American professor, physicist and inventor. _____
- During the First World War (1914-1918), he created the bazooka. _____
- As a child, he loved stories about man going to the moon and dreamed of building rockets. _____
- He built the first liquid fuel rocket in 1926, but the American army and navy did not show interest in his work. _____
- During the Second World War, in 1944, the Nazis copied Goddard’s work and built the V2 rocket to attack London. _____
- Robert Goddard (1882-1945) _____

**Writing Strategy**
Pay attention to dates to organize the sequence of events. Unscrambling texts helps you be aware of their structure.

3. Complete the following encyclopedia entry.

Steve Chen, Chad Hurley, and Jawed Karin invented YouTube.

(definition)

(relevant information)

(examples)
Lesson 4
Accidental Inventions

1. Decipher the following hieroglyphics to find the expressions studied in this unit.

a. \(+\) BIG \(+\) gie \(=\) ______________________________________________________

b. to\(+\) a \(+\) \(=\) ______________________________________________________

To have a one track mind

c. to\(+\) get \(+\) \(=\) ______________________________________________________

d. to\(+\) B \(+\) \(=\) ______________________________________________________

e. to\(+\) \(=\) ______________________________________________________

f. to\(+\) B \(+\) \(=\) ______________________________________________________

2. Read the dialogs and use the most convenient expression to write a reply. Use the correct form.

a. **Alex:** Oh, I’m sorry I used all your correction fluid!
   **You:** ___________________________! I’ll get a new one.

b. **Peter:** Wow! You managed to solve the math problem in the exam. How did you do it?
   **You:** Well, I ___________________________.

c. **Teacher:** Congratulations! The plot of your theater play is brilliant!
   **You:** Well, all of us worked on it, but to be honest, Pat ___________________________.

d. **Angela:** Hey! Did you bring me the CD? Did you call Louis? Did you do the homework?
   **You:** Ask me one question at a time, please! I ___________________________.

e. **Christopher:** How did you install the printer? I tried but I was never able to!
   **You:** I ___________________________ it after I read the instructions carefully.

f. **Carol:** I’m fascinated with the new guy in the class! He knows a lot about poetry!
   **You:** Well, it’s ___________________________! He just reads and talks a lot!

3. Read the statements and make them true for you.

a. I don’t think math is rocket science. ___________________________

b. I was the brains behind the science project. ___________________________

c. I wrote the poem because I had a light bulb moment. ___________________________

d. I can’t do several things at a time. I have a one-track mind. ___________________________
1. Read and replace the definitions in parentheses with the right verb. The first letter of the missing word is given to you.

Do you want to **enjoy** (to have fun) nature without leaving your life behind?

Book a room in our lodge right now!

Come and **h** (to walk a long distance in the forest) (a) on our peaceful trails! If you are patient, go to the lake and **f** (to catch) (b) a delicious trout for your lunch! Or **s** (to build up) (c) your tent and just **r** (to rest and become less active) (d)!

**R** (to travel on and control a vehicle in motion) (e) to the nearest city and take awesome pics! We offer free Wi-Fi for you to chat or download your pictures from your camera to your Facebook account! We also have a comfortable gym where you can **e** (to train in order to improve your health) (f) using modern fitness equipment!

Vocabulary Strategy
While you work, keep the glossary open. This will help you increase your vocabulary.

2. Compare the places below. Use there was, there were, there wasn’t and there weren’t.

Friendly Lodge was a very nice hostel. Now it is called Hudson’s Hotel and has completely changed. Years ago, __________ had a huge swimming pool, and of course, __________ (a) any toboggan either; instead, __________ (b) a natural lake. I remember __________ (c) a gym because you could exercise outdoors, surrounded by nature. In fact, __________ (d) a hiking trail, full of trees. When I stayed in Friendly Lodge, __________ (e) any computer rooms, I mean, __________ (f) computers at all. __________ (g) a lovely camping site, but now there is no place to set up a tent. Also, __________ (h) many trees, but now there aren’t many. Oh well, at least you are far from the city!
3. Answer the survey based on the previous text. Complete the questions with were/was there.

<table>
<thead>
<tr>
<th>Stay Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>The last time you went to Hudson’s Hotel...</td>
</tr>
<tr>
<td>a. did you swim in the pool?</td>
</tr>
<tr>
<td>b. did you go to the lake?</td>
</tr>
<tr>
<td>c. was there a camping site?</td>
</tr>
<tr>
<td>d. <em><strong>was there</strong></em> an Internet connection?</td>
</tr>
<tr>
<td>e. _________ computers for everybody?</td>
</tr>
<tr>
<td>f. _________ beautiful bike trails?</td>
</tr>
<tr>
<td>g. _________ fitness equipment?</td>
</tr>
<tr>
<td>h. _________ modern buildings?</td>
</tr>
<tr>
<td>i. _________ a big city nearby?</td>
</tr>
</tbody>
</table>

4. Based on the pictures, write T (true) or F (false). Correct the false ones.

Last Saturday morning...

a. Joe and David were playing soccer. (F)
   
   They were looking at their friends’ pictures on Facebook.

b. Peter was playing the harmonica in his bedroom. ( )

c. Angie and her cousins were swimming in the sea. ( )

   ____________________________

d. Kelly and Matt weren’t camping in the forest. ( )

   ____________________________

e. Auntie Mary wasn’t taking pictures in Rome. ( )

   ____________________________

f. Auntie Mary was crying. ( )

   ____________________________

5. Describe a picture of your last vacation. Use the Past Progressive tense.

   ____________________________

   ____________________________

   ____________________________

   ____________________________
Lesson 2

Extreme Vacation

1. Add the sequence connectors in the Word Bank to the anecdote. Then, number the sentences from 1 to 5 to organize it.

**Word Bank**
- when
- half an hour later
- suddenly
- first
- finally
- then

**Grammar Strategy**
Sequence connectors link ideas in a logical way and provide coherence.

**Vocabulary Strategy**
Use pictures to help you create a mental image of words and their meanings.

- My nose was bleeding badly and it was getting dark. I started walking north; however, I was not so sure if I was going in the right direction. I was scared and weak.
- That night (a), I saw some people from the rescue team and they helped me. (b), I had a nose operation and everything went OK. I was irresponsible but lucky!
- A year ago, I fell rock climbing. (c), I want to tell you what I learned: any climb is dangerous, so you have to be careful.
- (d), I got to the top. It was 4:30 PM. I took some pictures, enjoyed the landscape and went down. (e) I was going down the mountain, I slipped and fell on my face. I broke my nose.
- I was on my own. I thought that the climb I chose was for beginners, so I did not use any safety gear. I started climbing at noon and I felt pretty well. At 4:00 PM, I was close to the top.

2. Replace the pictures with the right word. Use the Word Bank.

**Word Bank**
- slipped
- fell
- hurt
- wheelchair
- cast

**Vocabulary Strategy**
Use pictures to help you create a mental image of words and their meanings.

While I was touring Manhattan, I suddenly (slipped). My girlfriend tried to help me, but I accidentally (a) her down too. We (b) onto the sidewalk. I (c) my foot. Fortunately, she was OK. I didn’t feel like going to the hospital, so I asked the hotel manager if I could borrow a (d). I kept on touring the city in my wheelchair. When I got home, my doctor told me that I had broken a bone off my foot! I had surgery, and a (e) put on my foot. Finally, after fifteen days of complete stillness, I started physiotherapy.
3. Circle the right form of the verb in the following anecdotes.

a. While I waited / was waiting for my sister Carol outside the airport, she picked up / was picking up (1) her bags. A few minutes later, I talked / was talking (2) to Carol on the phone to set the meeting point when a police officer told / was telling (3) me to move the car. I started / was starting (4) circling the airport and was getting / got (5) lost. My sister found / was finding (6) me thanks to another police officer. Otherwise, I would still be there!

b. While my friends and I hiked / were hiking (1) on a trail to reach the top of the hill, we chatted / were chatting (2) and had / having snacks. (3) When we reached / were reaching (4) the top, the weather was changing / changed (5). It started / was starting (6) raining heavily, so we quickly were hiking / hiked (7) back to the hostel.

c. I was playing / played (1) volleyball on the beach when I slipped / was slipping (2) and falling / fell (3). While my friends took / were taking (4) me to the doctor, my ankle got / was getting (5) more and more swollen. After the doctor was X-raying / X-rayed (6) my ankle, he was deciding / decided (7) to put a cast on my lower leg.

4. Decide if you need to use while or when to complete the following sentences.

a. ____________my cousin was calling 911, my foot was hurting and I was shaking.

b. Mike’s parents were talking to the paramedics ____________I arrived.

c. I was reading some Calvin and Hobbes comics ____________ I was waiting for the medical appointment.

d. I was going up the mountain ____________ I fell and crashed into a tree.

e. My mother called me ____________ we started climbing the second rock.

f. ____________Abigail tried to help me, I accidentally dragged her down.

g. ____________my sister was trying to get hold of the tree’s branch, it broke and she fell.

h. ____________ I was falling down, I was wondering to myself what I was going to crash into.
Lesson 3

Adventure Tales

1. Label the pictures with the words in the Word Bank.

   a. ________
   b. ________
   c. ________
   d. ________

   Word Bank
   - misty
   - moor
   - milestone
   - heavy flow

Reading Strategy
Check unfamiliar words before reading a text to improve comprehension and remember the words more easily.

2. Read the piece of news and identify the meaning of the words in bold.

   Living to Tell the Tale: 41 Days Lost in El Cocuy National Park

In April 2001, four forest engineering students; Edgar Ramírez, Andrea Castillo, Johana Cabrera and Asdrúbal Esteves, went to spend their Easter vacation in El Cocuy National Park, Colombia, but only three of them came back home. They had to face cold, hunger, homesickness and the dangers of the Andean moor.

When they arrived in the park, they were making jokes and laughing. Unfortunately, soon everything turned into a nightmare. The first day, while they were checking the park map, they noticed there were two main paths, which were marked with milestones to guide hikers. As the mist was thick and a milestone was in the wrong place, they got lost. Soon they ran out of food, so they became weak and vulnerable. To make matters worse, the weather conditions were bad. During their ordeal, they tried to help each other as much as possible. While Andrea and Asdrúbal were having some rest, the others picked wild mushrooms and plants for dinner.

They fought against nature. Once Edgar decided to cross a dangerous river, but the others preferred climbing a high rock instead. The rock was wet and slippery; as a result, they fell eight meters down. Miraculously, none of them were seriously hurt. On a sunny day, they decided to air-dry all their stuff, but the weather changed unexpectedly. While it was pouring down, they were trying to put their things inside their tent. The river carried away many things, including their shoes. Edgar and Asdrúbal had to walk barefoot, and got thorns stuck in their feet.

On the 38th day, they got to a knee-deep stream that did not seem dangerous, but unfortunately the heavy flow took Asdrúbal away from his friends. As he didn’t
know how to swim, he drowned. The youngsters were downhearted and depressed. Three days later, while they were walking, they found a house in Tame, Arauca. When the forest rangers and the police arrived, they cried out of both happiness and sadness at the same time. It was a miracle to have finally found civilization.

Reading Strategy
Pay attention to context clues. They will help you deduce the meaning of unknown words.

a. homesickness in paragraph 1 means:
   - [ ] sadness from missing your family
   - [ ] phobia of being outdoors
   - [ ] being sick at home

b. turned into in paragraph 2 means:
   - [ ] to be
   - [ ] to change
   - [ ] to dream

c. ran out of in paragraph 2 means:
   - [ ] to have in abundance
   - [ ] to avoid doing something
   - [ ] to finish the supply of something

d. slippery in paragraph 3 means:
   - [ ] difficult to make wet
   - [ ] difficult to walk on
   - [ ] difficult to have

e. barefoot in paragraph 3 means:
   - [ ] without shoes
   - [ ] in a line
   - [ ] to walk on one foot

f. downhearted in paragraph 4 means:
   - [ ] happy
   - [ ] depressed
   - [ ] emotional

3. Answer the following questions.
a. Is El Cocuy Natural Park in Central America? Why did the hikers go there?

b. Why did they get lost?

c. In paragraph 3, why does the author say “miraculously none of them got hurt?”

d. What do you think about their difficult experience?

4. Based on the text, number from 1 to 5 the sequence of events.
a. Asdrúbal drowned in a stream. _____
b. They went off the trail because of the mist and a milestone located in the wrong place. _____
c. They arrived in Tame where people helped them. _____
d. Four students got lost in El Cocuy National Park, in 2001. ____
e. They faced many obstacles with courage. _____
Writing

1. Check (✓) the best topic sentence to write the summary of the piece of news in the previous section.

   Writing Strategy
   A topic sentence for a summary must communicate the central idea. To write it, reread the text and concentrate on its heading and sections.

   a.  Four students lived unbelievable adventures in El Cocuy National Park for 41 days.
   b.  Four students, lost in El Cocuy National Park, suffered the loss of one of their friends.
   c.  Four students were lost in El Cocuy National Park for 41 days, after fighting the elements, only three of them came back home.

2. Write the summary for the different sections of the piece of news.

   Beginning
   __________________________

   Middle
   __________________________

   Ending
   __________________________

   Writing Strategy
   Steps to write a summary: Choose the main points of the text. Do not include details. Use your own words; if you need to write the author’s words, quote them. Don’t include your opinions.

3. Describe the following places. Add more adjectives.

   a.  ______ windy
   __________________________

   b.  ______ freezing
   __________________________

   c.  ______ wild
   __________________________

4. Choose one of the places above to set a story about a travel mishap. Follow this outline to write about it.

   Possible heading: Write a catchy short sentence: __________________________

   Beginning: Set place and time, e.g. “On a sunny afternoon in the rain forest…” Mention the protagonists of the story and what they were doing, e.g. “My cousin and I…” __________________________

   Middle: Write about the problematic interruption. Clearly establish what happened and why. Include the characteristics of the place you were. Did they influence on the situation? How? __________________________

   Ending: How did everything turn out? What did you learn from the experience? __________________________
Lesson 4

Traveling Mishaps

1. Check (✓) the right synonym for the following words.
   a. A synonym for *itchy* is:  ✔ tickling  patient  soft
   b. A synonym for *road* is:  ✔ stone  pebble  route
   c. A synonym for *suitcase* is:  ✔ tuxedo  bag  trunk
   d. A synonym for *hit* is:  ✔ frustrate  go  strike

2. Read the following situations and complete with an appropriate expression from the Word Bank.

   **Word Bank**
   - To hit the pedal to the metal
   - To be a Sunday driver
   - To have itchy feet
   - To hit the road
   - To live out of a suitcase

   a. “Oh, no! That guy is driving so slowly and we are late! There will be a traffic jam on the road to south! It will take ages to arrive!”
      - The best expression to refer to the annoyingly slow driver is:

   b. “I finished my work, and the semester is over, so now I’m ready to travel far away from this noisy city!”
      - An idiom you can use to say you desperately want to travel is:

   c. “I checked brochures the whole morning. There are so many places I want to go to! I think I could visit three cities on vacation. Perhaps four!”
      - The expression that best defines this situation is:

   d. “Because of my work, I have to travel across the country every week. It’s tiring but interesting and I love it!”
      - The suitable expression to characterize this situation is:

   e. “I love to drive very fast on an empty road. I like to feel the wind in my hair and the adrenaline going because of the speed!”
      - The colloquial expression that best relates to what this person expresses is:

3. Write about your attitude when you travel. Use the idioms studied in the unit.

   *Example:* I have itchy feet! Every time I can, I travel to a new place because…

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   23
1. Use the vocabulary in the Word Banks to fill in the blanks. Then, order the dialog.

Sarah: I think ___________ (a) having a hobby, as it makes life more interesting!

Beth: Oh, I love ___________ (b) ! I think it really stimulates your brain!

Sarah: Oh really? Did you join a dance academy?

Beth: I’m practicing the salsa ___________ (c) I learned last class. Dancing is very absorbing!

Sarah: I’m so bad at dancing, but I joined a ___________ (d) modeling workshop. I’m making models ___________ (e).

Beth: Yes! I began two months ago. I practice every day because I want to participate in a salsa contest next year. I can’t wait!

Sarah: What are you up to these days, Beth?

Beth: I ___________ (f) with you. You ___________ (g) yourself when you learn new activities and belong to new groups!

---

2. Look up the following words in a dictionary and complete the chart.

<table>
<thead>
<tr>
<th>Entry</th>
<th>Pronunciation</th>
<th>Type of word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. join</td>
<td>/dʒɔɪn/</td>
<td>verb</td>
<td>to become a member of a club</td>
</tr>
<tr>
<td>b. belong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. dress up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. wooden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. craft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. crowd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. absorbing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. useful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

3. Replace the mistakes underlined in the sentences by choosing the right word from the list in exercise 2.

a. I added a salsa dance academy. ________

b. Clay modeling is such an absorbent activity. ________

c. I must wear fine for the opera. ________

d. In concerts, keep distance from the groups. ________

e. Stimulating your brain is a useless process. ________

f. I'm part of a reading club at my local library. ________

g. I love manual making. ________

h. Jim is making money by selling woody ships. ________
4. Read the following extract from a blog and circle the correct imperative form.

Tired of checking Facebook and watching TV? Want to start a hobby, but don’t know how? OK. Then, you should follow these recommendations!

a. Think | Thinking | Thinks | Thought of something you find interesting.

b. Considering | Considers | Considered | Consider items you would like to collect: stamps, dolls, candy wrappers, pencils, postcards, etc.

c. Don’t stop | Not stop | Non-stopping | Not to stop experimenting with different activities, for example, painting, reading or writing.

d. Making | Made | Make | Makes a list of the things you enjoy doing outdoors (fishing, flying kites, hiking,...) and indoors (knitting, doing crosswords,...).

e. Not think | Non-thinking | Don’t think | Not to think you are not good at crafts; go to a workshop first.

f. Not to forget | Don’t forget | Not forgetting | Not forget to look for information related to the hobby you are interested in.

g. Took up | Takes up | Take up | Taking up your hobby and learn as many things as possible!

5. Complete the following text with the verbs in the Word Bank. Use the imperative form.

I’m an amateur astronomy hobbyist. I think astronomy is fun, useful and absorbing! Before you get started with this fascinating hobby, you should follow these recommendations to make the best of it!

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. At first, read astronomy self-teaching guides; meet them in a library.</td>
<td>b.</td>
</tr>
<tr>
<td>b. Find tips for beginner astronomers in magazines.</td>
<td>c.</td>
</tr>
<tr>
<td>c. Join an online astronomy forum and meet more hobbyists.</td>
<td>d.</td>
</tr>
<tr>
<td>d. Go to planetarium shows and enjoy the night sky!</td>
<td>e.</td>
</tr>
<tr>
<td>e. Join a local astronomy club, and learn their interesting activities!</td>
<td>f.</td>
</tr>
<tr>
<td>f. Buy a telescope, but not a good pair of 7 x 35 binoculars and enjoy the view!</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

Father and Son

1. Read a fragment from an interview and circle the correct expression to make it coherent.

Foley Adams: For this week’s issue, I interviewed Melissa Waits, a master gamer, and Allan Waits, her granddad, who is the brains behind/the brain of/the brain beyond some popular video games. Tell us about your relationship, Allan and Melissa!

Allan: Well, Melissa always comes to my office and asks me, “What is it grandpa up to?” “What are you up to?” “What about up to?” (a) Then, she pays attention to the game I’m creating and says: “Don’t do it wrong” “Don’t make it wrong” “Don’t get me wrong” (b) Grandpa, but you can do better than this!

Melissa: (Laughing) In my point of view / In my opinion / In my mind (c) my grandpa’s job is terrible / terrific / greatest! (d) I disagree / agree / admit (e) with people who think video games are a waste of time. On the contrary, they help you improve your reflexes and explore emotions! And I admire grandpa because in order to stick with / interact with / get in (f) the video game business, you must work really hard!

2. Write affirmative and negative sentences using have to, must and should according to the chart.

<table>
<thead>
<tr>
<th>How to become a good master gamer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules</strong></td>
</tr>
<tr>
<td>a. Have fun</td>
</tr>
<tr>
<td>b. Practice every day for short spans of time</td>
</tr>
</tbody>
</table>

3. Unscramble the sentences in the dialog below.

David: What tips can you give my brother to become a master gamer?

Melissa: Well, I think the following recommendations can help your brother.

a. game/an/He/choose/must/interesting

b. have/He/his/doesn’t/buy/a/to/time/clock/to/game

c. learn/He/to/the controls/has/how/to handle

d. should/gamers/of/watch/He/skilled/videos

e. for/He/hour/shouldn’t/an/play/over

You have to have fun!

Vocabulary Strategy
Identify expressions in context to understand how to adapt them to your own conversations.
4. Circle and correct the grammar mistakes in the questions. Then, match them with the appropriate answers.

a. What have I do to take advantage of my digital camera? **What do I have to do…**
   1. You should learn composition techniques, of course! Composition is the art of photography!

b. Do I must depend on Photoshop to correct mistakes? **Do I must depend on Photoshop to correct mistakes?**
   2. No, you mustn’t depend on editing tools!

c. What kind of techniques I should to learn first? **What kind of techniques I should learn first?**
   3. You must avoid underexposure because an underexposed photo will lack color quality.

d. Why does a photographer must to avoid underexposure at all costs? **Why must a photographer avoid underexposure at all costs?**
   4. Well, Andrea, practice makes perfect, so you have to use your camera as often as possible.

5. Read the dialog and identify the correct usage of the modal verbs in bold. Fill out the box below.

Pam: Grandma, my friend Ana is interested in keeping fish as a hobby. As you know about aquaculture, can you give us some recommendations?

Grandma: I think a beginner aquarist **must** (a) keep fish happy and healthy.

Ana **should** (b) buy a medium size aquarium. She **shouldn’t** (c) buy aggressive or expensive fish species. She **must** (d) choose peaceful and cheap fish to begin.

Pam: **Does she have to** (e) buy a mechanical filter with an air pump?

Grandma: Sure! And air stones are a good idea too, but she **doesn’t have** (f) to buy them.

Pam: **What mustn’t** (g) she do?

Grandma: She **mustn’t** (h) overfeed her fish, and she **must** (i) never release non-native fish into the wild because they can destroy the habitat of other species.

Pam: **What aquatic plants should** (j) she get?

Grandma: Oh, she **should** (k) buy live plants because fish will get extra oxygen!

Pam: Interesting! Please give us a last piece of advice.

Grandma: You **have to** (l) research your fish species and change the tank water on a regular basis.

6. Find out about a hobby you are interested in and complete the diagram below.

```
   (Hobby)
   ____________________________
   (Obligation, rules)      (Emphatic opinions, prohibitions)  (Advice)
```

Grammar and Vocabulary

Usage

- Emphatic Opinion
- Advice (Affirmative / negative statements/questions)
- Prohibition (Affirmative / negative statements/questions)
- Rules (Affirmative statements / questions)
- Absence of rules

Modal verbs

- a. **Should**
- b. **Should**
- c. **Shouldn’t**
- d. **Must**
- e. **Must**
- f. **Mustn’t**
- g. **Mustn’t**
- h. **Must**
- i. **Must**
- j. **Should**
- k. **Should**
- l. **Have to**
1. Check (√) the answer you feel more identified with.
   a. Which of these items would you like to collect?
      ☐ postcards ☐ miniature toys ☐ badges ☐ other, which? ☐ nothing
   b. Do you visit
      ☐ flea markets?
      ☐ vintage stores?
      ☐ gift shops?
      ☐ virtual stores?
   c. Do you have more than three objects of the same kind?
      ☐ Yes, I do. I have more than three __________________ (mention the object).
      ☐ No, that’s not practical at all.

2. Match the following images with the words and definitions below them.

   a. unaware. adj.
      unconscious.

   b. consumerism. n.
      the culture of buying goods.

   c. archive. n.
      a place where public records or historical documents are kept.

   d. collect. v.
      to gather something as a hobby.

3. Read the following passage and circle the main ideas in each paragraph.

   **Collecting: The Most Common Hobby of All**

   Collecting is one of the most popular hobbies because everybody collects something: for instance, postcards, coins, sweaters, miniature toys, badges, stickers, etc. We spend our lives gathering things because they tell something about our personal history. In addition, it is said that collecting is a hobby that starts spontaneously in childhood. That is, kids love gathering marbles, balls or teddy bears, and very often, they make their collection into a hobby.

   Everybody is a collector, yet some people are unaware of that. For example, music lovers collect their favorite bands’ albums, scientists collect data or...
samples, women collect accessories and men ties or magazines; museums are collections of art, libraries are collections of books, and city archives collect documents and files. So, we really do spend our lives collecting things.

For some people collecting is just an effect of consumerism, a trivial waste of time. Nevertheless, the act of collecting demonstrates that consumerism is not always bad. In fact, when you collect something, you must be a truly creative, skilled consumer because you have to make good choices. Moreover, collecting is connected to recycling, which is so necessary to take care of the planet. So, we should definitely collect more stuff instead of not being environmentally-friendly and getting rid of things, which produces more trash.

There are many reasons to explain people’s inclination to collect things. Some do it just for fun because it is a way to show their personality. Others do it for money since they expect to make a profit with their rare items. The romantic ones do it to remember the past, and to keep their memories alive. In the end, collectors feel they have to make their collection unique. However, collectors must avoid becoming crazy about their things because obsession can surely spoil their fun.

4. Based on the text and taking into account exercise 3, complete the following chart.

<table>
<thead>
<tr>
<th>Collecting: The Most Common Hobby of All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main idea</strong></td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Second paragraph</td>
</tr>
<tr>
<td>Third paragraph</td>
</tr>
</tbody>
</table>

5. Look the underlined expressions up in the dictionary and answer the questions below.

a. Do you agree with the author that getting rid of things is not environmentally-friendly behavior? Explain.

b. Are you a romantic collector or do you want to make a profit with your items? Explain.

c. Why do you think obsession can spoil a collector’s fun?
1. Write the appropriate connector according to the functions given in parentheses.

Everybody has hobbies, and celebrities are not an exception. ___________, (a. example) Johnny Depp collects fake mustaches and Leonardo DiCaprio, tiny plastic action figures. J.K Rowling managed to make a profit on her hobby. ___________, (b. explanation) she turned writing into a lucrative, full-time job. ___________, (b. contrast) there are celebrities who have hobbies only to relax themselves. ___________, (c. example) Gwyneth Paltrow is a very busy woman, ___________ (d. contrast) she takes time to practice yoga. Finally, there are actors like Tom Hanks who are collectors and hobbyists. ___________ (e. addition) to being a good surfer and a golf and hockey enthusiast, he collects old typewriters. In fact, he has nearly 200!

2. Choose the appropriate connectors from the Word Bank to complete the blog entry.

Dear Sam,

___________ (a), let me give you some tips for modeling. Buy good oil-based plasticine. If you want your model to stand, you have to make thick legs.

___________ (b), if your characters need to move, use wire too. One more thing about legs: You shouldn’t really use cocktail sticks for them; _____________ (c), if you can get your characters to remain still, it may help.

Now, for the animated clip, you have to have a digital camera. It’s so much fun to take a picture of your character for every movement, ____________. (c) you must be really patient.

Also, don’t forget you have to use a movie software program. Think of other details; ____________ (d), you should dress your characters and create a nice setting, and don’t forget to add some good music too! And action!

3. Write a reply. Use the connectors and the grammatical structures studied in this unit.

Hi! I’m Caroline. My dad is a diplomat, so I live out of a suitcase. I want to take up a hobby, but I don’t know what exactly. I love craft making, I pay close attention to details, and I also enjoy collecting things. Could you give me some advice?

Thanks a lot!

Dear Caroline,

I think you should ____________ because ____________

For example, ____________

All the best,

Sam
Lesson 4

Feeling Alive

1. Read the ads. Then, identify and choose the meaning of the underlined idioms.

   Lose weight, meet people and express yourself! Join our salsa club and blow away the cobwebs!
   1. To clean the place where the salsa lessons will take place.
   2. To start dancing salsa so that you can feel better.

   Don’t be shy, come to the poetry club which is in full swing at our school this month!
   1. The club is being very successful.
   2. People go to the poetry club and swing.

   Belong to the smart ones, and feel in your element when solving math problems!
   1. To be in elementary level at math.
   2. To do math exercises very well while having fun.

   Learn how to play the guitar and be the life and soul of the party!
   1. To play the guitar at parties every weekend.
   2. To make social occasions more enjoyable for others by playing the guitar.

   If you are good at dancing, we are waiting for you! And don’t worry; this year, teachers have promised not to make a big thing of your attendance!
   1. Teachers won’t be mad at students’ absences because of rehearsals.
   2. Teachers will make a big effort to finish class at 2:00 PM.

2. Complete the texts with the appropriate idioms above. Then, match them with the correct picture.

   a. Why do you have to ______________________________ my new friend in my salsa class?
   b. When I arrived, the party was ____________________!
   c. Amy was stressed, so she went for a walk. She needed to ____________________________.
   d. Kaori, Abi and Abel started pastry-making classes. They love cooking and are preparing lots of delicious things! I think they ________________________.
   e. I love partying with Albert because he is so amusing. In my opinion, he is _____________________!

3. Complete with personal information.

   a. Who is the life and soul of parties you go to? ________________________________
   b. When does your mother make a big thing of something? ________________________
   c. What kind of music is in its full swing these days? _____________________________
   d. What do you do to blow away the cobwebs? ________________________________
   e. When does your best friend feel in his/her element? ________________________
1. Unscramble the adjectives in these encyclopedia entries. Then, match them with the appropriate picture.

a. Landmarks are ___________ (ginnirestet) buildings or ___________ (portimnhat) geographic sites.

b. Frogs’ skin is ___________ (ohotms). They are ___________ (luofclro) and ___________ (ntih). Their legs are powerful.

c. There is ___________ (wen) information about Venus, a planet that is ___________ (losec) to the Earth. Venus’s atmosphere is very ___________ (xicot) and its surface is very ___________ (oth).

d. ___________ (igb) cities are ___________ (lusopupo) and ___________ (gersnadou). The cost of living is not always ___________ (peach), but you can meet lots of ___________ (cine) people.

Vocabulary Strategy

Use adjectives to describe nouns fully and make your readers feel, taste and see what you describe.

2. Complete the following text with the right comparative form of the adjectives in parentheses.

It Is Worth Knowing!

Mercury is ___________ (small) than the Earth, and as other planets of the solar system it cannot maintain life. Saturn is ___________ (a. big) than the Earth, but ___________ (b. light). Mars is ___________ (c. cold) than the Earth, but Mercury is ___________ (d. hot) than Mars because it is ___________ (e. close) to the sun. Besides, Mercury orbits the sun ___________ (f. fast) than the Earth, that is, once every 88 days, and Jupiter does it ___________ (g. slow), every 12 years! The universe is a huge place, and we are just a little part of the solar system, which is located in the Milky Way Galaxy. So, there are many things about the universe that we still don’t know!
3. Read the conversation and correct the wrong forms of comparative adjectives in the grid provided. Check (√) the right ones.

Erika: Hi Julian! Can you recommend anything to read for geography and biology?
Julian: Hi! I recommend the new magazine *Earth, Wind and Water*. Look at their first issue. It says the Andes are 7000 km long, so they’re more long (a) than the Rocky Mountains, which are 4800 km.
Erika: Let me see… Oh, yes! It also says the Andes has higher (b) volcanoes than other mountain ranges. And look at the section about animals!
Julian: Yes. In this article they mention that frogs’ skin is more smooth (c) than toads’ skin.
Erika: Look at the photos! Frogs are thinner (d) than toads and their legs are powerfuler (e), and they are definitely beautifuler (f)!
Julian: And there is a section about suggested destinations. This one is about Iguazu Falls. The author says it’s gooder (g) to go in summer, and…
Erika: My brother went last year and he says it’s cheaper (h) if you stay for a week. But don’t go in winter! He says it’s the worst idea ever. It rained all the time!
Julian: I think visiting Iguazu Falls is more relaxing (i) than sightseeing in any city.
Erika: I agree! And it’s more interesting (j) too for adventrouser (k) people, like us!


4. Use the information in the graphs to write comparative sentences with the adjectives given in parentheses.

- The Himalayas are higher than The Carpathian Mountains.
- a. __________________________
- b. __________________________
- c. __________________________
- d. __________________________
- e. __________________________
- f. __________________________
- g. __________________________

**Grammar Strategy**

Ask yourself: How many things am I comparing? If the answer is two, then you need a comparative adjective.
1. Use the superlative form of the adjectives in parentheses and match columns A and B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Who is one of the most popular (popular) singers from Iceland?</td>
<td>1. Bond, James Bond is the most elegant agent ever. ( )</td>
</tr>
<tr>
<td>b. What is the strangest (strange) street in San Francisco?</td>
<td>2. Anette Olzon is a Swedish singer. She and her band have more than 60 gold and platinum awards. ( )</td>
</tr>
<tr>
<td>c. Which is the longest (long) motoring road in the world?</td>
<td>3. Well, Arabic is also really beautiful. ( )</td>
</tr>
<tr>
<td>d. Who is the most famous (famous) British secret agent?</td>
<td>4. Björk. Her concerts are great! Her album <em>Homogenic</em> is more beautiful than <em>Volta</em>. ( )</td>
</tr>
<tr>
<td>e. Who is the lead singer of one of the most successful (successful) Finnish bands worldwide?</td>
<td>5. Yes, it is by far the largest producer. ( )</td>
</tr>
<tr>
<td>f. Is Quebec one of the largest (large) producers of maple syrup?</td>
<td>6. The Pan-American Highway passes through 15 nations! ( )</td>
</tr>
<tr>
<td>g. In my opinion, Japanese calligraphy is one of the most interesting (interesting) types of writing.</td>
<td>7. Lombard Street is more famous than other streets in the USA. It has eight switchbacks! ( )</td>
</tr>
</tbody>
</table>

Grammar Strategy
When you are stating that one thing is the best / worst of a group of three or more things, you need a superlative (*the + adjective + est*) or (*the most + adjective*).

2. Locate the countries on the map. Then, complete the text with the comparative and superlative forms of the adjectives in the Word Bank.

- Indonesia
- India
- Brazil
- Japan
- The United Kingdom
- The United States
- France
- Italy
- Germany

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• artistic</td>
</tr>
<tr>
<td>• populous</td>
</tr>
<tr>
<td>• rich</td>
</tr>
</tbody>
</table>
• Sao Paulo is located in Brazil, and about 11,500,000 people live there. It is a populous city. Jakarta is located in Indonesia. It has 16,850,000 inhabitants. It is more populous than Sao Paulo. Delhi is located in India. It has 20,000,000 inhabitants. It is (a) of them all.

• London is the capital of England. It has a GDP (Gross Domestic Product) of $565 billion dollars. It is a very rich city. However, New York City’s GDP is $1406 billion. So, it is (b) London. Tokyo, the capital of Japan, has a GDP of $1479 billion, which makes it (c) city in the world.

• If you want to enjoy the world of art, you must go to Paris. The city is a world of art in itself. However, Florence is Michelangelo’s hometown, so for some people it is (d) Paris. In my opinion, Berlin is number one; it is (e) city of all because of its great museums, galleries and streets.

Statistics from 2012

3. Read the following dialogs and check (✓) the option that best completes the texts.

a. Carla: It is really dry. However, the average in Ica, also in Peru, is 0.09 mm. So, it is (drier).

Carla: Listen to this Charles, in the book I bought it says that the average annual rainfall in Callao, Peru is 0.48 mm.

Charles: Well, yes, but not as (drier) as in Arica, Chile where the average is 0.03 mm. Arica is the driest of all!

Linda: Look, Lucy, according to Lonely Planet, the atmosphere in New Zealand is friendlier than in Canada. But they say Ireland is the friendliest country in the world. What do you think?

Lucy: Well, you know, there are friendly people everywhere! I don’t believe in those lists.

☐ drier/iest/ly/i

☐ iest/ly/i/i

☐ ly/iest/i/i

☐ ier/iest/y/ye

☐ y/iyer/i

☐ iest/y/y/yer/i

☐ y/iyer/iest

☐ ier/y/iest/yest

4. Unscramble the questions and answer them.

a. What is the biggest mall in your city?

The biggest mall in my city is...

b. What building is the oldest?

The oldest building in my city is...

c. Who is the most famous actor in your country?

The most famous actor in my country is...

d. Which holiday in your country is the happiest?

The happiest holiday in my country is...

5. Research to complete the following text. Use comparative and superlative adjectives.

Hello Buddies!
I want to tell you about the most amazing things I found on the Internet!

Cities:

Sports:

Landmarks:
1. Write an appropriate heading for each picture. Use the superlative forms of the adjectives long, good and high.

![Picture 1]  

a. ____________  

b. ____________  

c. ____________  

2. Skim the passage and match the headings you wrote above with the correct paragraph.

3. Read the text again and choose the best word from the options on the right to complete the blanks.

Breaking World Records!

Why do people have a ______________ (a) with breaking records? The question is easy to ______________ (b); human beings need challenges to feel alive and want to receive recognition. There are so many record categories, but we can ______________ (c) them in three: human achievements—which include superlative or extreme facts—astonishing pets, and large food. Let’s read about some of them.

______________ (Heading 1)

On October 9th, 2012, Felix Baumgartner, an Austrian skydiver, became the first person to break the sound barrier in freefall. He jumped from a rocket taken to the center of the stratosphere by a giant helium ______________ (d). It took him nine minutes to reach the ground in New Mexico at a speed of 833.9 mph (1,343km/h). In the process, he also set new records for the highest freefall parachute jump, the highest vertical speed in freefall and the greatest freefall distance. Millions of people watched his feat on YouTube online, so he also set a new record for the most ______________ (e) views of a live stream.

______________ (Heading 2)

On July 15th, 2011, Novex S.A., a Paraguayan company, set the record for the longest hot dog at the Expoferia. The hot dog measured 203.80 m (668.635 ft). More than 180 workers ______________ (f) the chef in achieving this goal, and lots of people ______________ (g) the event. When the Guinness World Records (GWR) ______________ (h), Johanna Hessling, confirmed the record, all the Paraguayans celebrated as they do when their national football team wins a match!

Reading Strategy

Remember that an effective title predicts the content of a text and gives key words.

Reading Strategy

Use a dictionary to detect false cognates.
4. Based on the information in the text, complete the following ideas.

a. Felix Baumgartner set five records; but the fifth one did not depend exclusively on him because ____________________________

b. Abbie Girl became an expert surfer because ____________________________________________________

c. In the third paragraph, the statement “all the Paraguayans celebrated as they do when their national football team wins a match!” means ____________________________________________________

d. According to the author, people like breaking records because ____________________________________________________

5. Summarize the text you read by completing the chart below.

<table>
<thead>
<tr>
<th>Breaking World Records</th>
<th>Reasons to break records</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ____________________</td>
<td>_________________________</td>
<td></td>
</tr>
<tr>
<td>b. ____________________</td>
<td>_________________________</td>
<td></td>
</tr>
<tr>
<td>c. ____________________</td>
<td>_________________________</td>
<td></td>
</tr>
<tr>
<td>d. Human achievements. E.g. ____________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. ____________________</td>
<td>_________________________</td>
<td></td>
</tr>
<tr>
<td>f. ____________________</td>
<td>_________________________</td>
<td></td>
</tr>
</tbody>
</table>

6. Which of the records presented caught your attention and why? ____________________________________________________
1. Fill in the application form below to become a member of Guinness World Records.

Title: Mr / Miss / Mrs / Ms / Dr / Sir / Master
Forename: ___________________________ Surname: ___________________________
Date of birth: __________ Day __________ Month __________ Year
Gender: Male: ________ Female: ________
Occupation: __________________________
Address: __________________________________________
City: ___________________________ State: ___________________________ Postcode: ___________
Country: ___________________________________ Nationality: ___________________________
Email address 1: ___________________________
Email address 2: (Optional) ___________________________
Telephone: ___________________________ Mobile: (Optional) ___________________________

Please check (✓) if you want to receive news and updates from us.

2. Read the letter below and match its parts by writing the letters in the lines provided.

Word Bank

a. Closing
b. Sender's address
c. Body (x3)
d. Salutation
e. Signature
f. Date
g. Inside address (recipient's name and address)

Dear Commercial Team, __________

My name is Frank Capizzi. I'm Italian, but I live in Tucson, Arizona. I am a big fan of your organization because you allow people from all over the world to share their great achievements. __________

I am contacting you because I would like to participate in the live event you are holding in Tucson this year to commemorate the annual Guinness World Records Day. I registered on your website last week, and I want to participate in the attempt to beat the world record for the largest gathering of people dressed like Batman. I can hardly wait! __________

I will appreciate the information you can send me. I am looking forward to hearing from you soon. __________

Sincerely, __________
Frank Capizzi __________

456 E DRACHMAN
TUCSON AZ 85705, USA __________
January 13th, 2013 __________

Guinness World Records Limited
3rd Floor, 184-192 Drummond Street, London, NW13 HP, United Kingdom. __________

3. Follow the previous model and write a letter to participate in a GWR live event.
1. In each pair of pictures, check (✓) the one that represents the figurative meaning of the expression, and cross out (✗) the one that represents the literal meaning.

a. To be a class act

b. To be head and shoulders above

c. To find one’s match

d. Not to be in one’s league

e. To go places

2. Complete the following situations with the right idiom.

a. I’m amazed at how good Sheena is at dancing salsa. She knows the steps for the Cuban, Los Angeles and Colombian styles perfectly. She is definitely _____________________________.

b. Some people love new pop bands, but I prefer the classics, you know, Madonna and Michael Jackson. They are _____________________________ any new artists!

c. Will wants to impress Ada by bragging about his grades and his artistic talent. He wants her to think he is ___________________________.

d. I’m glad Edward arrived in class. He is smart, he loves participating, he does homework and he helps his partners out. Just like Mary! I think she has finally ___________________________.

e. Jennifer Aniston is a good actress, but, she _____________________________ in Glenn Close and Meryl Streep’s ___________________________. Glenn and Meryl are the Best.
1. Replace the pictures with words. Then, combine them with the ones in the Word Bank to form compound nouns. Write them in the chart according to their function.

<table>
<thead>
<tr>
<th>Type / Purpose / Reason</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>toy / designer</td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the descriptions with some of the professions above. Then, complete the opinions by writing the adjectives in parentheses in the correct place.

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Someone who designs toys is a ________person!</td>
<td>You must be a really creative person!</td>
</tr>
<tr>
<td>b. Someone who designs games is a ________person!</td>
<td>It’s a really ________job because you get ________pay for making people ________.</td>
</tr>
<tr>
<td>c. Someone who tastes ice cream is an ________person!</td>
<td>You must have a ________tooth and be ________!</td>
</tr>
<tr>
<td>d. Someone who tastes cakes is a ________person!</td>
<td>This is not a very ________job because of the high number of calories you consume.</td>
</tr>
<tr>
<td>e. People who keep zoo animals are ________person!</td>
<td>You must be ________, and ________.</td>
</tr>
<tr>
<td>f. People who milk snakes to make antidotes are ________person!</td>
<td>This is definitely a very ________job because you deal with wild animals.</td>
</tr>
</tbody>
</table>

Word Bank

- reader
- trainer
- keeper
- designer (x2)
- milker
- walker
- taster
- translator

Vocabulary Strategy

noun + noun = compound noun

Type/purpose person

Write compound nouns as one word: speechwriter

Or as two separate words: tour guide
4. Take the following test. Check (√) the answer you most identify with. Then, based on the results, complete the texts below with your opinions.

a. Consider the things you like. I like...
   - 1. taking care of animals.
   - 2. designing and inventing things.
   - 3. reading, correcting and editing.
   - 4. coordinating activities.

b. Consider the things you are good at.
   I am good at...
   - 1. looking for clues to find explanations, and observing symptoms.
   - 2. creating things that others like and feel identified with.
   - 3. languages and letters. I have great communication skills.
   - 4. making decisions, plans and choices.

c. Think of work conditions. I would like to...
   - 1. work at a clinic, hospital or a research laboratory.
   - 2. work at a publicity agency. I could work under pressure and accept criticism.
   - 3. work independently and with discipline to meet deadlines.
   - 4. be a leader in a company. I see myself planning strategies and guiding processes.

d. Think about your personality. I am...
   - 1. not easily shocked by blood, wounds, broken bones, or strong smells.
   - 2. a creative and artistic person.
   - 3. an organized person who pays attention to details.
   - 4. a natural born leader.

Scoring system:
Answers 1 = 3 points each; 2 = 4 points each; 3 = 5 points each; 4 = 6 points each. Your score:

3-12: Veterinarian or zookeeper! Check university handbooks to find info about studies related to animal care and research.
4-16: Designer! There are many possibilities: toy, game, interior, landscape, furniture, fashion, graphic designers, and so on.
5-20: Translator or proofreader! It seems you might be a good one!
6-24: Director in your favorite field! There are many possibilities: a movie director, a marketing director or a finance director.

Being a __________________(career’s name) seems to be a very __________________(adjective to describe it) job for me because __________________(reason).

In addition, I think being a __________________(career’s name) is __________________(adjective to describe it) because __________________(reason).
Lesson 2
Career Choices

1. Read the following career orientation notes and complete what the students are thinking. Use will and won’t.

**Angela Meyers**
- enjoys taking care of plants
- cares about the natural environment
- is interested in landscape design books
- hobbies: planting bonsai trees
- volunteers in a garden center
- **Suggested careers:** wildlife and ecology, landscape architecture, forest engineering

**Sofia Colon**
- likes working with computers
- is good at problem solving and making decisions
- concentrates easily and pays attention to details
- **Suggested careers:** systems analysis, computer programming

My brother is a class act in computer programming, so I **(d)** study something different. I think I **(e)** be a systems analyst like my aunt. She really enjoys it and earns lots of money! I won’t be choosing it only for money, of course!

I like ecology, but I **(a)** choose it as my major. I **(b)** definitely study landscape architecture because I think that it **(c)** make me happy.

2. Write the appropriate adverbs in the following sentences. Take into account the Grammar Strategy.

   a. Sheila **definitely** won’t enjoy volunteering in the computer center because technology is not her thing; she finds it really boring.

   b. I think Alice will **probably** travel before making any decision related to her future career, or maybe she will work for her parents’ business. I don’t know!

   c. Camilo will **probably** not follow his father’s lead. He is not interested in medical research at all. Besides, he knows he is a class act in arts, so he will **definitely** work in painting restoration or as a toy designer.

   d. John **probably** won’t be a snake milker because he volunteered to work in the zoo before, and realized he was absolutely terrified of snakes!

   **Grammar Strategy**
   To express certainty or uncertainty about future events use the adverbs **definitely** and **absolutely** if you are 100% sure; and **probably** if you want to show a lesser degree of certainty.

3. Rearrange the following questions about the future. Then, answer them.

   a. dad’s / will / lead / you / follow / your ?

   b. you / will / abroad / high-school / travel / after finishing ?

   c. researcher / will / as / you / volunteer / a ?
4. Number the pictures from 1 to 4 to order Anne’s plans for the future. Then, complete the text using going to.

Anne will definitely become a hotel manager someday. To achieve her goals, she is going to obtain a college degree in hotel management. In addition, she will (a) ________________ (a. work as an event manager) and she will probably open her own restaurant. Also, Anne (b) ________________ (b. become a chef) because she must develop her organizational skills. She thinks being a good hotel manager implies understanding different cultures, so she (c) ________________ (c. learn languages). I admire her because she is my older sister. I think I’ll follow her lead when I’m a grown-up!

5. Complete the dialog using going to. Use the negative form when needed.

Sharon: I am going to follow (a. follow) my mom’s lead. I love helping her with the animals at her hospital. What about you Charly?

Charly: No, I (a. follow) in her footsteps because languages are not my thing. Certainly, I have to think of a profession, but I (b. rush) into making decisions.

Sharon: You’re right. I (c. volunteer) as a dog walker on vacation?

Charly: Yes, absolutely! And I am sure Sean and Joe (d. enroll) in an systems company during the summer. They love programming.

Sharon: And what about Laura’s sister? (e. study) robotics?

Charly: No, she isn’t. She (f. start) college this year. Instead, she (g. travel) abroad before making any decisions.

6. Read the text and circle the most appropriate form of the verb according to the context.

Everybody in my class is thinking about the future. For example, George is (going to / will probably) be a vet. He is going to / will (a. volunteer) as a dog walker in a vet hospital next summer. Ava and Mary won’t / aren’t going to (b. study design) because they don’t like arts at all. I think they are going to / will probably (c. look for a job as ice cream tasters) because they are so good at identifying flavors, and really enjoy eating. Will / Are (d. Ernest, Tom and Jim travel / going to travel (e. together after they finish high-school? Who knows! But one thing I do know is that they will definitely / are definitely going to (f. be successful scientists) because they always win the chemistry competitions and they are so good at researching!
1. Analyze the word splash about Work Happiness. Then, choose three words from it and write three sentences that relate to the main concept.

Main concept in the word splash: Work happiness

Words chosen: Boredom, ________, ________

a. Boredom: a lack of interest which affects your level of happiness at work.

b. ________

c. ________

2. Read the article and confirm the relations you established in exercise 1. Then, read it again and identify the graph that best represents the information provided.

Happiness at Work: The Best Jobs in 2012

What makes people happy at work? The results of a survey carried out by a career advice website between 2010 and 2012 are revealing. The bar chart illustrates how autonomy, having control over your time and the decisions you make, almost doubled from 30% in 2010 to 57% in 2012. A similar pattern can be seen with mastery, using and improving your strengths and doing activities you really enjoy, since it rose from 20% in 2010 to 32% in 2011, and in 2012, it reached 45%. It is also noticeable that purpose, related to setting goals, facing challenges, and working to help others, rose from 33% in 2010 to 56% in 2012. The rise in the importance of working with a purpose is linked to long-term satisfaction: a state you reach when you feel that what you do has a value.

The importance people give to money remained relatively stable, but there was a 0.2% fall from 2010 to 2012. What is striking in the survey is that money is not the essential factor of happiness, yet it counts. Money allows you to meet basic requirements, and also to keep a healthy work-life balance: if you earn enough money, you can travel, practice leisure activities or learn new skills. Researchers also found that excessive consumerism and materialism affect workers’ motivation and happiness. For example, a pay rise or a promotion can make people feel powerful and proud of themselves, so instant gratification is produced. However, once people get used to what they have, they feel boredom and dissatisfaction.
Reading Strategy
Analyze a chart to get specific information through visual aids.

3. Read the conclusion of the article and, based on the information, complete the graph below.

Finally, another career advice website carried out research into the best jobs in 2012 in North America. The researchers took into account all of the aspects of happiness from the previous survey to determine in which professions people were most content. **Software engineers** rank number 1 with 60% in the chart. They are permanently mastering their skills, they handle their time, they are helping with the world’s digital transformation, and the pay is awesome! **Human resource managers** are second, with 25% in the chart. Their stress levels are low, and they play a key role in all kinds of companies. **Occupational therapists** are next with a rating of 10%. They really work for a concrete, altruistic purpose: helping people overcome mental or physical impairments. Last, but not least, with a happiness rating of 5%, we find **online advertising managers**, who are in charge of planning advertising campaigns online. They are autonomous, always use their creativity and are constantly improving their computing skills.

Reading Strategy
Pie charts are visual interpretations of data. The pie represents a whole and each slice represents a percentage. Now consider the chart on the left: Which is the biggest section and which the smallest? What percentage do they represent?

4. Answer the following questions about the article.
   a. What gives workers long-term satisfaction? ____________________________
   b. Why is instant gratification not real happiness? ____________________________
   c. What can money buy? ____________________________
   d. Do you agree with the results of the survey about happiness at work? Why/Why not? ____________________________
1. Fill in the survey. Then, write a career prospect based on your results.

[Survey form with columns for My skills, Happiness factors, My working style, My areas of interest, and Happiness factors, with rows for Logical reasoning and problem solving, Communication and social skills, Language skills, Creative skills, Physical skills, Autonomy, Mastery, Purpose, Money, Happiness factors, Irrelevant, Secondary, Vital, My working style, Never, Usually, Always, My areas of interest, Low, Average, High, Arts, Science and Technology, Literature, Law, Business, Medical]

After having answered the survey, I think the career I will be interested in is in the ______ field. I ____________ because _____________.

Or perhaps I ____________ because _____________. For example, _____________.

In order to make the right decision when the moment comes, I _____________.

Writing Strategy
Before writing a text, follow a plan to organize the ideas you want to develop.

2. Find out about an unusual occupation, and use the information in the survey above to write about it.

In my opinion, being a/an ____________ is very _____________.

because _____________.

(state some plans for you to make the best decision for your future job)
Lesson 4
Creative Thinking

1. Circle the right option to complete the following sentences.

a. Only the **cream of the crop** / **cream of the crop** / **cream of the crew** will be part of the Olympic basketball team.

b. I’m not satisfied with my job. I need a new horizon, so I have decided to **call my quit choice!** / **call it quits!** / **call of nature**.

c. It will take Elizabeth some time to **understand the cope** / **to learn the ropes** / **to hold the ropes** of her new job as a Braille translator.

d. Lateral thinking or **thinking like a box** / **thinking on a box** / **thinking out of the box** means to see things from new perspectives. You can always improve this skill!

e. Gottfried Wilhelm Von Leibniz co-invented the infinitesimal calculus, and also invented many mathematical terms such as “function,” “variable,” “parameter,” among many others. To put it in a nutshell, he was a **number cruncher** / **geek** / **know it all**.

2. Fill in the chart. First, complete the idioms with the missing word. Then, write the meaning, and finally, match them with the picture that best represents their sense.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A number ___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>b. The cream of the ___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>c. To think out of the ___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>d. Learn the ___________________________ of something</td>
<td>___________________________</td>
</tr>
<tr>
<td>e. To call it ___________________________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

3. Answer these questions.

a. Which actors were the **cream of the crop** at the last Oscar ceremony? ___________________________

b. Mention a situation in which you thought out of the box. ___________________________

c. When was the last time that you had to learn the ropes to complete an important task? ___________________________

d. Who is a **number cruncher** in your family? ___________________________

e. In what work situations might people decide to call it quits? ___________________________
Inspiring Young People

1. Solve the crossword puzzle. Then, complete the text below with some of the words.

<table>
<thead>
<tr>
<th>Across</th>
<th></th>
<th></th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
<th>f.</th>
<th>g.</th>
<th>h.</th>
<th>i.</th>
<th>j.</th>
<th>k.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To be methodic and systematic; to keep things in the right place.</td>
<td>b. To be talented in music.</td>
<td>c. A young person whose career advances quickly and successfully.</td>
<td>d. To have emotional sensibility and care about others’ feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Fill in the chart below by writing the nouns from which the adjectives used above are derived.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>musical</td>
<td>sensitive</td>
<td>intelligence</td>
<td>intelligent</td>
</tr>
<tr>
<td>organized</td>
<td>sporty</td>
<td>analytical</td>
<td>imaginative</td>
</tr>
<tr>
<td>friendly</td>
<td>creative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Read the text and circle the appropriate adjective or noun in parentheses.

Luciana Aymar is one of the best field hockey players ever! She was born in Rosario, Argentina, on August 10th, 1977. She was a sport / sporty girl, so she started playing hockey at age 7. Her intelligence / intelligent (a) and sensitivity / sensitive (b) have taken her far. She is a very competition / competitive (c) sportswoman. She has won lots of medals, trophies and international tournaments along her career. For example, she has won the FIH Player of the Year Award seven times! She is friend / friendly (d), but she is not a very sociality / social (e) person. She has explored other fields such as acting and modeling. Definitely, an inspiration / inspiring (f) person who has fought for her dreams.

4. Read the information in the chart. Then, unscramble the questions below and answer them.

<table>
<thead>
<tr>
<th>Name/Place of origin</th>
<th>Abby Enck from Crystal Lake, Illinois, USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>10 years old</td>
</tr>
<tr>
<td>Personality traits</td>
<td>social, analytical, creative, sensitive, intelligent, humanitarian</td>
</tr>
<tr>
<td>Problematic situation</td>
<td>After accompanying her younger brother Cameron, who has cerebral palsy, to the Lutheran General Children’s hospital, she noticed that the kids there liked coloring, but most of their crayons were broken.</td>
</tr>
<tr>
<td>Goal</td>
<td>To buy some boxes of crayons for the kids at the hospital.</td>
</tr>
</tbody>
</table>
| Actions taken to achieve her goal | • 2009: She raised money through a lemonade sale, and bought some boxes of crayons.  
• 2010: She created a lemonade kit and bought crayons, colors, and markers.  
• 2011: She created a popcorn kit, and bought new DVDs, microwave popcorn and candy. |
| Achievements         | She has helped to improve conditions in hospitals for kids. She has made kids happier. She has inspired other people to help humanity. She has become an entrepreneur. |

a. like / is / what / Abby?  

b. she / where / brother / did / accompany / her?  

c. her / help / what / motivated / to?  

d. to help / did / kids / she / raise / enough money / the ?  

e. goals / has / accomplished / she / her?  

f. others / thought / have / you / of / helping?  

Grammar Strategy  
Unscramble sentences in order to get familiar with grammar structures.
Lesson 2

A Life of Achievements

1. Complete the chart by filling in the correct forms of the verbs from the Word Bank.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>base form</th>
<th>past form</th>
<th>past participle</th>
<th>base form</th>
<th>past form</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregular verbs</td>
<td>base form</td>
<td>past form</td>
<td>past participle</td>
<td>base form</td>
<td>past form</td>
<td>past participle</td>
</tr>
<tr>
<td>be</td>
<td>was / were</td>
<td>been</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the text. Use the verbs in parentheses in the Present Perfect tense.

Albert and his wife Sue _________ (be) sporty and adventurous since they were teenagers. Albert _____________ (a. practice) rafting, paragliding and hiking for 10 years. As a hiker, he _____________ (b. win) two trophies in local competitions. Sue _____________ (c. play) hockey and tennis for 6 years. However, she _____________ (d. not win) any medals yet. None of them _____________ (e. ride) a horse or a motorcycle. They _____________ (f. try) to climb the Matterhorn, but they _____________ (g. not get) to the top yet. Albert _____________ (h. take) lots of pictures of their climbing adventures, and Sue _____________ (i. write) a journal of their memories. They _____________ (j. not buy) new hiking gear yet, but they are already training for their next winter trip.

3. Read the profile and underline the sentences where you find the time expressions for and since.

Rymel Lawrence, better known as Wacky Rymel, lives in Hackney, a dangerous neighborhood in London. Teenagers often get involved in gangs there. Since his childhood, he has been a dreamer and a good dancer. Since he was 16, he has used his talent to help his community. In 2009, he won a competition, Good for the Hood, run by MTV and a British public institution, in which he got funding to make his neighborhood a better place to live. Since then, he has run free dance classes for teenagers in order to keep them away from crime. He has promoted cultural events and social campaigns for more than 3 years. He has also changed his lifestyle; he has become an entrepreneur. In fact, he runs a street dance company called EscenTrick and he has a clothing label, Wacky Wear. He has sure been an inspiring leader for many years!
4. Complete the chart and answer the questions based on the previous text.

<table>
<thead>
<tr>
<th>Wacky’s talents and characteristics</th>
<th>Since he was a kid / teenager,</th>
<th>Achievements</th>
<th>Your opinion about him</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rymel is a musical guy.</td>
<td>he has…</td>
<td>Wacky Rymel has…</td>
<td>I think he…</td>
</tr>
</tbody>
</table>

a. How long has he been good at dancing? _______________

b. How long has he promoted social campaigns? _______________

c. How long has he taught dancing to young people? _______________

d. How long has he participated in cultural events? _______________

e. Has he already improved the quality of life in Hackney? _______________

f. Has he hosted his own TV program yet? _______________

5. Use yet and already to complete Mariana Pajón’s profile.

Mariana Pajón was born on October 10th, 1991 in Medellín, Colombia. She is a BMX cyclist. She is very young, but she has already won 14 World Championships. She has (a) been the flag bearer for Colombia at the Olympics, but she has not finished high school (b). Her career has just started, so she has not thought about retirement from the sports world (c). She has (d) won one gold medal at the Olympics, and she has (e) received one of Colombia’s most prestigious awards called, “The Order of Boyacá.”

6. Interview Maria Sharapova. Make questions from the words in parentheses.

Use the Simple Past and the Present Perfect tenses.

a. (where/born) ___________________________ Where were you born?

I was born in Nyagan, Russia, but I live in Bradenton, Florida, in the USA.

b. (when/born) ___________________________

I was born on April 19th, 1987.

c. (how long/live/ in the USA) ___________________________

I have lived in Florida since 1994.

d. (when/start playing tennis) ___________________________

I started playing tennis when I was 6 years old.

e. (when/defeat /Serena Williams) ___________________________

In 2004, when I won at Wimbledon.

f. (already /consider quitting tennis/ to raise /a family) ___________________________

Well, I have. When I was younger I thought of it, but now, I just want to keep on playing as much as I can.
Lesson 3

Inspirational Lifelong Learners

1. Fill in the following chart in two stages. First, answer questions a and b. Then, read the text and answer question c.

<table>
<thead>
<tr>
<th>K - W - L</th>
<th>Latin American artists whose works have been exhibited around the world</th>
<th>Singers who have recorded more than 100 albums</th>
<th>Writers who have won the Pulitzer prize award</th>
<th>Researchers who have fought for animal rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What do I know about this?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What do I want to learn about it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What did I learn about it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the passages, analyze the reference words in bold, and complete the sentences.

Dr. Jane Goodall is a British anthropologist and primatologist. She has studied the social interactions of chimpanzees in Gombe Stream National Park, Tanzania, for more than 45 years. Although she did not have any previous formal education, she did a PhD in ethology at Cambridge University. She obtained it in 1965. Because of her love for chimpanzees and her wish to protect them and their habitat, she founded the Jane Goodall Institute in 1977. She has published lots of books and has participated in many documentaries. Some of them have been produced by Animal Planet, Disneynature and the National Geographic Society.

a. “It” is an __________ object pronoun __________. It refers to __________ her PhD __________.
b. “Them” is an __________. It refers to __________.
c. “Their” is a __________. It refers to __________.
d. “Them” is an __________. It refers to __________.
In William Faulkner's fictional world, each short story and novel is part of the imaginary Yoknapatawpha County. His work was influenced by the history of the southern United States, so it tells us about its growth and decadence. Some of his stories were rejected by the editors, yet he won the Nobel Prize in 1949 for his great contribution to the modern American novel. His work has influenced many important writers such as the Colombian Nobel Prize winner, Gabriel García Márquez.

The First Lady of Song, Ella Fitzgerald, is remembered world-wide for her great scat singing – improvised melodies with nonsense syllables – and her contribution to the North American cultural canon. Her recordings are known as the Songbook series. This talented Afro-American woman became an icon of jazz, worked with many big names and had a wide repertoire. It included blues, gospel, bossa nova and pop. Her audiences were very diverse, but all of them loved her. She recorded more than 200 albums and won 13 Grammy awards.

Colombian artist Fernando Botero has invented a universe where everything has exaggerated round proportions. Humor, irony and social criticism are essential in his work. At the beginning of his career, he was influenced by Diego Rivera, Francisco de Goya and Diego Velázquez. But when he created his own style, he distanced himself from them. He has exhibited his massive bronze sculptures in Europe and the United States. They are famous world-wide. He has not sold many of his works of art; instead, he has donated them to museums. He is married to Sophia Vari, a Greek artist. He has lived with her for more than 30 years.

3. Answer the following questions based on the previous texts. Support your ideas.

a. How would you describe Jane Goodall? Use five adjectives in your answer.

b. Correct this statement: “Faulkner’s most famous work is Yoknapatawpha County.”

c. What is the meaning of scat singing?

d. Has Botero created a particular artistic style? How?
1. **Complete Daniel Day Lewis’s profile. Use the Word Bank.**

Daniel Day Lewis was born in London on April 29th, 1957. ________ (a) he was a teenager, acting was not ________ (b) first career choice. However, since ________, (c) entered the Bristol Old Vic Theatre School, he has had a successful acting career. In fact, he won his third Oscar for Best Actor thanks to his role in Steven Spielberg’s Lincoln (2013).

Some actors and technicians define him as an eccentric and obsessive star because he takes method acting to the extreme. For example, in the movie My Left Foot (1989), in which he played an Irish artist with cerebral palsy, the crew had to move ________ (d) around in his wheelchair and feed ________ (e) with a spoon.

He has been married ________ (f). First, to Isabelle Adjani, but ________ (g), he divorced ________ (h). Then in 1995, he married Rebecca Miller, and ________ (i) have lived together ________ (j) so far. Lewis knows it is not easy to deal with ________ (k); therefore, ________ (l) his speech at the 85th Oscars ceremony, he thanked his patient wife, by saying: “My wife Rebecca has lived with some very strange men. I mean ________ (m) were strange as individuals and probably even stranger if taken as a group, but luckily ________ (n) is the versatile one in the family and ________’s (o) been the perfect companion to all of ________ (p).” The audience will always remember him for being the first person in film history to win the Oscar Award for Best Actor three times.

2. **Follow the color code and underline the following kind of words in the text. Then, answer the questions.**

- **Red:** adjectives used to describe Daniel Day Lewis.
- **Yellow:** verbs in the Simple Present tense
- **Blue:** verbs in the Simple Past tense
- **Green:** verbs in the Present Perfect tense
- **Purple:** verbs in the Simple Future tense

a. **How do people describe Daniel Day Lewis?**

b. **Why is his acting style so peculiar?**

c. **Who did he thank during his speech? Why?**

d. **How long has he been married to Rebecca Miller?**

e. **Why will the audience always remember him?**

3. **Match the function to the verb tense.**

- a. Achievements or events that started in the past and continue in the present
- b. Predictions
- c. Finished events
- d. Current situation of the person

1. Simple Present
2. Simple Past
3. Present Perfect
4. Simple Future

4. **Research a celebrity you admire and write his/her profile.**
Lesson 4

A Moment of Truth

1. Unscramble the expressions and organize the story from 1 to 6.
   a. However, she has ______________________________ way / long / come / a. Last year, she won a scholarship and traveled abroad to study ballet. She wanted to join an important company, and she passed her audition ______________________________ colors / flying / with. Now, she is part of the crew! (______)
   b. She had to ______________________________ one / to / go / with / back / square her training. (______)
   c. During the trip, she met a lovely guy. They have dated for months, and he wants her to stay there until he graduates from university. It is a ______________________________ of / truth / moment in her life. (______)
   d. When she was 12, she broke her leg. It took her a long time to recover. (______)
   e. Since Sally was a little girl, she wanted to be a ballet dancer. So, she started lessons at the age of 4. (______)
   f. Some people thought her dreams of becoming a professional dancer ______________________________ fly / never / would. (______)

2. Match each part of the story with the following pictures.

3. Complete the following dialogs with the appropriate expressions from above.
   a. Alan: Did you read the story Margaret sent for the adaptation we have to make for the cinema class?
      Gregory: Yes, I did. I like it, but I think it ______________________________ as a cinema adaptation.
      Alan: Yes, I agree. I’m afraid we will have ______________________________ with it. We’ll have to hurry up because there is not much time left!
   b. Joey: I admire Jennifer! She has ______________________________ with her T-shirt designs! A big store has offered her to work exclusively for them, and another company has encouraged her to apply for a full-time position with them.
      Gary: Wow! Sounds awesome! It will be ______________________________ for her because she says she wants to be a freelance designer forever, but I think she should definitely apply for the full-time position!
      Joey: Well, if she decides to apply for a full-time position, I know she will pass ______________________________!
Suggested Online Resources

Unit 1
* Inventions by Country
* Computers Changed the World
  http://www.butterats.org/computers-how-they-have-changed-our-lives/

Unit 2
* Travel and Adventure
  http://geography.about.com/od/culturalgeography/fl/Ecotourism.htm
* Responsible Tourism
* Travel Responsibly
  http://www.treadright.org/responsible-tourism/tips-travellers

Unit 3
* Active Outdoors
  http://www.activeoutdoors.info/outdoor-photography/
* Outdoor Games for Youth
  http://www.jubed.com/youth_ministry/search/outdoor
* Life
  https://www.youtube.com/watch?v=SO_Y5941Kw
* Fresh Water
  https://www.youtube.com/watch?v=qfAtWG_mDk

Unit 4
* Weird but True
  http://kids.nationalgeographic.com/explore/adventure_pass/weird-but-true/
* Fun Facts About Countries
  http://www.sciencekids.co.nz/sciencefacts/countries.html

Unit 5
* Jobs and Occupations
  https://www.youtube.com/watch?v=fcKniJHVQ3w
* Creative Development in Adolescents

Unit 6
* Inspirational Young People
  http://www.dannymacaskill.co.uk/
* Lifelong Learners: Rigoberta Menchú
**VERBS IN THE SIMPLE PAST TENSE**

Regular verbs add **–ed** to the basic form.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>invent</td>
<td>invented</td>
</tr>
<tr>
<td>discover</td>
<td>discovered</td>
</tr>
<tr>
<td>develop</td>
<td>developed</td>
</tr>
<tr>
<td>happen</td>
<td>happened</td>
</tr>
<tr>
<td>create</td>
<td>created</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>help</td>
<td>helped</td>
</tr>
<tr>
<td>attract</td>
<td>attracted</td>
</tr>
</tbody>
</table>

**Irregular verbs change partially or totally, or sometimes they do not change at all.**

<table>
<thead>
<tr>
<th>Irregular verbs</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>be</td>
<td>was/were</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
</tr>
</tbody>
</table>

**WH-QUESTIONS IN THE SIMPLE PAST TENSE**

Follow this structure to ask **wh-questions** in the Simple Past tense:

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>Aux. verb</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>did</td>
<td>Karl Benz</td>
<td>invent?</td>
<td>penicillin?</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>Flemming</td>
<td>discover</td>
<td>on the lightning system?</td>
</tr>
<tr>
<td>When</td>
<td>did</td>
<td>Edison</td>
<td>work</td>
<td>on the lightning system?</td>
</tr>
<tr>
<td>Why</td>
<td>did</td>
<td>Edison</td>
<td>work</td>
<td>on the lightning system?</td>
</tr>
</tbody>
</table>

To ask about the subject (who did something or what happened) do not use auxiliary verb (the subject is not present).

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>invented</td>
<td>the printing press?</td>
</tr>
<tr>
<td>Who</td>
<td>developed</td>
<td>the World Wide Web?</td>
</tr>
<tr>
<td>What</td>
<td>happened</td>
<td>yesterday?</td>
</tr>
</tbody>
</table>

To locate actions or events in the past, use time expressions:

- Karl Benz invented the motor car **in 1885**.
- Helen Murray Free developed the glucose test **in 1956**.
- Other time expressions: **yesterday, last week, last month, last year, last night, three years ago**

**YES/NO-QUESTIONS IN THE SIMPLE PAST TENSE**

To ask **yes/no-questions**, follow the structure:

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Subject</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>you</td>
<td>do</td>
<td>the history homework?</td>
</tr>
<tr>
<td>Did</td>
<td>Kant</td>
<td>discover</td>
<td>dynamite?</td>
</tr>
<tr>
<td>Did</td>
<td>Pemberton</td>
<td>invent</td>
<td>Liquid Paper?</td>
</tr>
<tr>
<td>Did</td>
<td>Goddard</td>
<td>create</td>
<td>modern rockets?</td>
</tr>
<tr>
<td>Did</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes, she/he did.  
No, she/he didn’t.  
Yes, I did.  
No, I didn’t.

*Notice that you use the verb in its basic form.*

**AFFIRMATIVE SENTENCES IN THE SIMPLE PAST TENSE**

To make affirmative sentences, follow this structure:

- **Subject** | **Verb** | **Complement**
- Zuckerberg | attracted | other companies to do business.

To make negative sentences in the Simple Past tense, use the auxiliary verb in the past form and the main verb in its basic form.

- Bette Nesmith **didn’t invent** the disposable cell phone.
# Grammar Chart

## THERE BE AS SUBJECT TO INTRODUCE EXISTENCE

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>There is a lake near the forest.</td>
<td>There was a lake near the forest.</td>
<td>There will be a lake near the forest.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>There is not a lake near the forest.</td>
<td>There was not a lake near the forest.</td>
<td>There will not be a lake near the forest.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Is there a lake near the forest?</td>
<td>Was there a lake near the forest?</td>
<td>Will there be a lake near the forest?</td>
</tr>
</tbody>
</table>

The verb “be” has to agree with the complement for either singular or plural nouns.

Example: There was a river near the farm.

There were some rivers near the waterfall.

*Use the Simple Past, the Past Progressive and there was / there were to tell stories. I was climbing a rock when I fell. There was a tree...*

## PAST PROGRESSIVE

Use the past progressive tense to talk about actions that were in progress during a period of time in the past, were in development at a specific time in the past, or in parallel with another progressive action.

<table>
<thead>
<tr>
<th>Action</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>Mark was riding his bike all the time.</td>
</tr>
<tr>
<td></td>
<td>His parents were hiking during Christmas.</td>
</tr>
<tr>
<td></td>
<td>Her brothers were learning something.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Lucy wasn’t relaxing in the yacht.</td>
</tr>
<tr>
<td></td>
<td>Her brothers weren’t doing anything on their vacation.</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td>Was Antonio setting up all our tents?</td>
</tr>
<tr>
<td></td>
<td>Were Lucy’s parents exercising on the beach all week?</td>
</tr>
<tr>
<td></td>
<td>Were they cooking for their friends at the party?</td>
</tr>
</tbody>
</table>

Use conjunctions such as when and while to connect two actions:

- WHEN connects one action that follows the next one almost immediately. It also connects an action that was happening for a longer period of time and another action that “interrupts” it.
  - The accident happened when we started climbing a rock.
  - I was shaking when the paramedics arrived.

- WHILE is used when two durative actions happen simultaneously, or to connect a durative action with a punctual one.
  - I was falling while my sister was trying to get hold of me.
  - I fell while I was climbing a rock.

## IRREGULAR VERBS

| Regular Verb | Past Tense | Past Progressive Tense | Present Participle | Present Tense | Past Tense | Past Tense
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>began</td>
<td>fell</td>
<td>lend</td>
<td>lost</td>
<td>lent</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td></td>
<td>felt</td>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td></td>
<td>fought</td>
<td>make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td></td>
<td>found</td>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td></td>
<td>flew</td>
<td>pay</td>
<td>paid</td>
<td>paid</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td></td>
<td>forgot</td>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td></td>
<td>got</td>
<td>read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td></td>
<td>gave</td>
<td>ride</td>
<td>rode</td>
<td>rode</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td></td>
<td>went</td>
<td>run</td>
<td>ran</td>
<td>ran</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td></td>
<td>had</td>
<td>say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td></td>
<td>heard</td>
<td>sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td></td>
<td>kept</td>
<td>see</td>
<td>saw</td>
<td>sang</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td></td>
<td>knew</td>
<td>sing</td>
<td>sang</td>
<td>sang</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regular Verb</th>
<th>Past Tense</th>
<th>Past Progressive Tense</th>
<th>Present Participle</th>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>sat</td>
<td></td>
<td>spoke</td>
<td>stand</td>
<td>stood</td>
<td>stand</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td></td>
<td></td>
<td>swim</td>
<td>swam</td>
<td></td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Grammar Chart

## IMPERATIVE

You use the imperative when you give instructions, advice or warning. In the case of giving advice or warnings, you can use the affirmative and negative forms of the imperative.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your teacher about your steps.</td>
<td>Don’t put dirty stamps on your albums.</td>
</tr>
<tr>
<td>Make a draft of your project.</td>
<td>Don’t place your pieces on wooden surfaces.</td>
</tr>
<tr>
<td>Join a local club of stamp collectors.</td>
<td>Don’t stop practicing your steps.</td>
</tr>
</tbody>
</table>

Use the infinitive form of the verb without “to.”

Use don’t or do not before the verb to make a negative imperative.

## EXPRESSING ADVICE AND OBLIGATION

<table>
<thead>
<tr>
<th>HAVE TO</th>
<th>MUST</th>
<th>SHOULD</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is used to express obligation based on external circumstances such as rules.</td>
<td>It is used to express an emphatic point of view based on the speaker’s beliefs.</td>
<td>It is used to ask for or give advice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Affirmative</th>
<th>Affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have to have a valid email account to create a Facebook account.</td>
<td>You must have contacts as your “friends” in Facebook.</td>
<td>You should have your friends from work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th>Negative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t have to be so strict about social network protocols. She doesn’t have to join a club to take up a hobby.</td>
<td>You mustn’t be friends with your children on the Internet.</td>
<td>You should not have your family as friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Interrogative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do we have to have those private family memories online? Does she have to join a club?</td>
<td>Must you be friends with your children on the internet?</td>
<td>What should I do then?</td>
</tr>
</tbody>
</table>

## Notes on the use of Modals

- **She has to be 18 years old to have a driving license.** This is a legal requirement or rule people need to fulfill to get a driving license.
- **We must wear special glasses for the 3D movie.** The speaker is emphatic on this idea; otherwise, the watching of the movie will not happen as expected.
- **You should include some letters of reference, but they are not obligatory.** This is clearly a word of advice since the letters of reference are not a requirement.
- **She mustn’t give too much personal information on the Internet.** The speaker wants to emphasize the content of what he is saying based on his/her beliefs.
## COMPARISONS IN ENGLISH

<table>
<thead>
<tr>
<th>Basic Adjectives</th>
<th>Comparative Adjective</th>
<th>Comparative Sentences</th>
<th>Basic Adjectives</th>
<th>Comparative Adjective</th>
<th>Comparative Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>The Earth is <strong>bigger</strong> than Mars.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
<td>Brazil is <strong>smaller</strong> than the United States.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>interesing dangerous expensive beautiful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>good</em></td>
<td>better</td>
<td>interestng dangerous expensive beautiful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>bad</em></td>
<td>worse</td>
<td>This frog is <strong>more interesting</strong> than other varieties of frogs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To make comparisons add **–er** to one-syllable adjectives. **Notice**: Use the particle **than** in comparative sentences.

1. Pay attention to adjectives that double their last consonant, like: big and hot. This happens when there is a stressed consonant-vowel-consonant syllable.
2. Two-syllable adjectives ending in **–y** follow the rules of one-syllable adjectives. happy – happier – the happiest
   friendly – friendlier – the friendliest

* Irregular adjectives

| good – better – the best | bad – worse – the worst | far – farther / further – the farthest |

## SUPERLATIVES IN ENGLISH

<table>
<thead>
<tr>
<th>Basic Adjectives</th>
<th>Superlative Adjective</th>
<th>Superlative Sentences</th>
<th>Basic Adjectives</th>
<th>Superlative Adjective</th>
<th>Superlative Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>the oldest</td>
<td>Japan has the <strong>oldest people</strong> around the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td>the cleanest</td>
<td>Finland has the <strong>cleanest</strong> air in the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td>the fastest</td>
<td>interesting famous dangerous amazing popular expensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>long</td>
<td>the longest</td>
<td>interesting famous dangerous amazing popular expensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>good</em></td>
<td>the best</td>
<td>Canada has the <strong>most expensive cell phone plans.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>bad</em></td>
<td>the worst</td>
<td>Iceland is the <strong>most peaceful country</strong> in the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add **–est** to one-syllable adjectives for their superlative form. Always use the article **the** in superlative sentences. You may include **ordinal numbers** to establish some sort of order among several things.

| The Mississippi is the **second longest** river in the United States. |
| The Amazon is the **second longest** river in the world. |
| Brazil is the **fifth largest** country in the world. |

Use the article **the** and the word **most** before two or more -syllable adjectives to make superlative sentences. You can also express that something does not have the quality that was expected by using the article “**the**” and the word “**least**” preceding the adjective.

| Camping was **the least** dangerous activity on our last vacation. |
| Fishing was **the least favorite** activity among the children last summer. |
| The skateboard was **the least expensive** item at the store. |
**Unit 5**

**Grammar Chart**

### Compound Words

A **snake milker** milks snakes to get their poison and make antidotes.
A **Braille translator** translates symbols into the **Braille** system for blind people to read them.
A **toy designer** designs new **toys** for children and adults.
A **dog walker** walks **dogs when** their owners cannot do it.
A **video game tester** tests **video games** to see if they have problems in their design or operation.

**Compound words** have **two parts**. The **first** part establishes the purpose or the reason of an occupation, and the **second** defines the person or the activity as such.

**Compounds can also occur by combining different types of words:**

<table>
<thead>
<tr>
<th>Type 1 + Type 2</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun + Noun</td>
<td>bookshelf, paintbrush</td>
</tr>
<tr>
<td>Adjective + Noun</td>
<td>blackbird, body guard</td>
</tr>
<tr>
<td>Verb + Noun</td>
<td>frying pan, swimming pool</td>
</tr>
</tbody>
</table>

### Future Predictions and Decisions

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will = I’ll...</td>
<td>I will not...</td>
<td>Will I...?</td>
</tr>
<tr>
<td>You will...</td>
<td>You will not...</td>
<td>Will you...?</td>
</tr>
<tr>
<td>He/she/it...</td>
<td>He/she/it will not...</td>
<td>Will he/she/it...?</td>
</tr>
<tr>
<td>We/they will...</td>
<td>We/they will not...</td>
<td>Will we/they...?</td>
</tr>
<tr>
<td>It's raining really hard. I doubt I will be at the park for tonight's concert. David and Samuel are really good at science. They will study engineering, definitely.</td>
<td>Mary phoned in the morning because she missed her flight. She will not come to the reunion tomorrow.</td>
<td>• Will you come to the party? • I wrote it my agenda. Do not worry. I will be there. • Will Helen call us after her biology test as she promised?</td>
</tr>
</tbody>
</table>

Alicia will probably **have a future as a robotics engineer or computer scientist.**

Alicia will not **follow her mother's lead in architecture.**

What will Alicia do? **Alicia will apply for medical school to become a medical researcher.**

The future tense uses "will" to make predictions or announce decisions. Use **won’t** = will not in the negative form.

Use adverbs such as **definitely, absolutely, or probably** to state your predictions or decisions.

Time expressions for future predictions and decisions: **next summer - next year - someday - in the future - soon**

### Future Plans

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne is <strong>going to be</strong> in college.</td>
<td>Maria is <strong>not going to</strong> sign up for all classes.</td>
<td>Is David <strong>going to</strong> study robotics engineering?</td>
</tr>
</tbody>
</table>

Express future plans or arrangements with "**going to.**" The choice of "**going to**" over "will" for predictions is based on the presence of evidence (of the predictions).

- **a.** Maria is **going to** study robotics next semester. She registered some courses already.
- **b.** Marco is **going to** have a job interview as a computer analyst next week. He confirmed it by phone this morning.
- **c.** She is **going to** be ready in a few minutes. She already called a taxi to take us to the wedding.
- **d.** **I am going to** go to the cinema. I already bought my tickets online.
# Grammar Chart

## Present Perfect Tense

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they have taken pictures of all my free time activities.</td>
<td>I/you/we/they have not participated in other tournaments.</td>
<td>Have you/I/we/they participated in tournaments yet?</td>
</tr>
<tr>
<td>He/she/it has taken pictures of all my free time activities.</td>
<td>He/she/it has not participated in other tournaments.</td>
<td>Has she/he/it participated in tournaments yet?</td>
</tr>
</tbody>
</table>

Use *have/has* as a helping verb. Add the word *not* for negative ideas. Place the helping verb *have/has* at the beginning of questions.

The Present Perfect tense expresses that an event *began in the past* and *is still occurring* in the present or *has consequences* or *effects* in the present.

**Simple Past:** *I won* a table tennis tournament when I was ten.

**Present Perfect:** *I have won* table tennis tournaments all my life.

## Sentences in the Present Perfect Take the Past Participle Form of Verbs.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic form</td>
<td>Simple Past form</td>
</tr>
<tr>
<td>practice</td>
<td>practiced</td>
</tr>
<tr>
<td>participate</td>
<td>participated</td>
</tr>
</tbody>
</table>

## Time Expressions for the Present Perfect Tense

<table>
<thead>
<tr>
<th>For</th>
<th>Since</th>
<th>Yet</th>
<th>Already</th>
</tr>
</thead>
<tbody>
<tr>
<td>It specifies the <em>duration</em> or repetitions of an action or event until the present.</td>
<td>It shows the <em>beginning</em> of an action in the past, which is still in progress.</td>
<td>It shows some <em>expectations</em> about the occurrence of an event (by the time of speaking).</td>
<td>It <em>confirms</em> the occurrence (before the time of speaking) of an expected event.</td>
</tr>
</tbody>
</table>

*I have studied music* for a year.*

*I have studied music* since January.

Have you *studied music* yet?

*I have already* studied some music.
Most texts included in these books are the result of the authors’ creativity and academic background. In specific cases, the texts were based on the following online sources:

**STUDENT’S BOOK**

Unit 1


Unit 3


Unit 4


Unit 5


Unit 6


**WORKBOOK**

Review


Unit 1


Unit 2


Unit 3


Unit 4


Unit 5


Unit 6